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Dakota State University Catalog 2015-2016

Dakota State University

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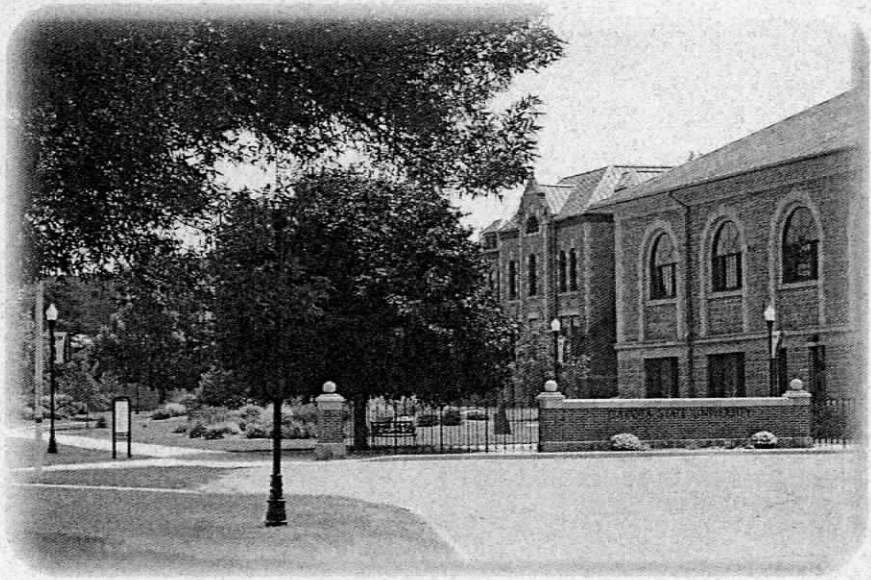
DSU
DAKOTA STATE

2015-2016
Undergraduate
Catalog



Welcome to Dakota State University

Dakota State University provides students with an exciting, supportive and challenging educational experience. It is truly a unique university where students are surrounded by an information technology rich environment and a faculty and staff that care about the success of our students. It is a place where the excitement about learning is not just something we talk about but something we live every day.

DSU has been recognized regionally and nationally as a leader in the integration of technology in the learning experiences of all our students. In every area of study you will find that your learning is enhanced by this access to cutting edge information. Whether you are interested in working with computers in the information technology field, teaching in a classroom, developing and managing a business, or applying this knowledge in an entertainment venue, your ability to access, organize, analyze and present information becomes a key to success. Dakota State is South Dakota's "New University for a New Era" and we take this role very seriously.

This catalog will bring you an introduction to the kinds of "learning opportunities" that will prepare you for a career and help you develop skills that will make you successful in whatever field you might choose.

At Dakota State University we are "focused" on student success. Our ever changing world of new technologies and new challenges demands that our students receive an education that sets them apart.

DSU: Technically We're Better!

Features of the Online Catalog

The online catalog contains a number of features to assist you, including a personal portfolio to store favorite programs, courses and frequently accessed policies and procedures, advanced search options, intuitive navigation, and archived catalogs. Check out the DSU Catalog User Guide to learn more.

The Undergraduate Catalog is the official source of the university's undergraduate academic programs, courses, policies, and procedures. The catalog should be used as a guide in planning a course of study and in meeting requirements for graduation.

The information contained in this catalog is the most accurate available at the time of publication, but changes may become effective before the next catalog is published. It is ultimately the student's responsibility to stay abreast of current regulations, curricula, and the status of specific programs being offered. Further, the University reserves the right, as approved by the Board of Regents, to modify requirements, curricula offerings and charges, and to add, alter or delete courses and programs through appropriate procedures. The University reserves the right to change graduation or other academic requirements where changes are necessary to comply with Board of Regents policy directives, to meet external demands relating to accountability or accreditation standards, to reflect curriculum changes or substitutions or to implement evolving discipline requirements in major fields. While reasonable efforts will be made to publicize such changes, a student is encouraged to seek current information from appropriate offices.

Equal Opportunity

Dakota State University is committed to a policy of non-discrimination and equal educational opportunity in all student services and in all staff and faculty employment actions, without regard to age, race, color, religion, sex, national origin, or disability.

About DSU

Accreditation

Dakota State University or specific programs offered are accredited by the following agencies:

- The Higher Learning Commission of the North Central Association of Colleges and Schools through the Academic Quality Improvement Program (AQIP) process.
  230 S. LaSalle St. - Suite 7-500
  Chicago, IL 60604-1413 • (312) 263-0456 • 1-800-621-7440
- Council for the Accreditation of Educator Preparation (CAEP)
- Division of Education of the South Dakota Department of Education and Cultural Affairs
- Accreditation Council for Business Schools and Programs (ACBSP)
- State Approving Agency as programs eligible for veterans benefits
- Commission on Accreditation for Respiratory Care (CoARC)
- Commission on Accreditation for Health Informatics and Information Management Education
- Servicemembers Opportunity College

This catalog describes the academic programs and student services offered at Dakota State University, helps you select a degree program that suits your career plans and life-long interests, and provides the information you need to pursue a program of study at Dakota State University.

Mission Statement

The Legislature established Dakota State University as an institution specializing in programs in computer management, computer information systems, and other related undergraduate and graduate programs as outlined in SDCL 13-59-2.2. A special emphasis is the preparation of the elementary and secondary teachers with expertise in the use of computer technology and information processing in the teaching and learning process.

The Board implemented SDCL 13-59-2.2 by authorizing undergraduate and graduate programs that are technology-infused and promote excellence in teaching and learning. These programs support research, scholarly and creative activities and provide service to the State of South Dakota and the region. Dakota State University is a member of the South Dakota System of Higher Education.

Curriculum

Degrees are authorized at the associate, baccalaureate, masters and doctorate levels. The following curriculum is approved for the university:

A. **Undergraduate Programs**
   - Associate degree programs are approved in allied health care, business, general studies, and information technology.
   - Baccalaureate programs are approved in allied health care, business, computer game design, digital arts and design, education, information technology, information security, mathematics, and sciences.

B. **Graduate Programs**
   - Masters degree programs are approved in education, information systems, information assurance and computer security, health informatics, analytics, computer science and business administration.
   - Doctorate of Science degree programs are approved in information systems and in cyber security.

Strategic Plan

Mission: Dakota State University provides learning that integrates technology and innovation to develop graduates ready to contribute to local, national, and global prosperity.

Vision: Building upon its distinctive mission, DSU will become:

- The university of choice for those seeking a student-centered institution that offers innovative programs grounded in teaching, research, technology, scholarship, and service excellence.
- An academic community that serves as an economic engine in local, national, and global markets.
- A campus recognized for its achievements in continuous quality improvement.

Values: At Dakota State University, we value

- Student Success.
- University-wide Excellence.
- Distinction in Teaching, Scholarship, and Service.
- Academic Freedom and Integrity.
- Diversity, Respect, and Inclusion.
- Community, Collaboration, and Communication.
- Technology and Innovation inside and outside the classroom

Goals and Initiatives:

Educate to Inspire: Dedicated to Academic Quality and Excellence.

- Offer innovative and robust academic programs that link to our mission.
- Advance inquiry, scholarship, research, and creative activity.
- Provide opportunities for experiential learning within the curriculum.
- Infuse innovative technology in the delivery of academic programs.
- Support clear and defined learning outcomes to ensure that DSU graduates are competitive in their fields.

Grow to Thrive: Dedicated to Student Access and Success.

- Optimize undergraduate and graduate enrollment.
- Recruit a more diverse student, faculty, and staff population.
- Support a quality co-curricular educational experience.
- Create a campus environment that supports student engagement and learning.

Innovate to Transform: Dedicated to Continuous Improvement.

- Focus on maximizing cost-effectiveness and supporting the development of new revenue sources to support the university's mission.
- Through continuous quality improvement, DSU will evaluate university-wide processes to promote a student-friendly environment.
- Create a campus culture that promotes transparent decision making, effective communication, and shared governance.
- Improve brand awareness regionally, nationally, and globally.

Collaborate to Lead: Dedicated to Internal and External Partnerships.

- Develop a robust University Advancement program that increases resources for scholarships, facilities, and faculty/staff development.
- Expand industry, government, and K-12 partnerships to enhance the student educational experience.
- Increase alumni involvement through university-wide programs that engage both current and former students.

Campus Diversity Plan

Dakota State University is committed to providing an opportunity to learn in a rich environment free of intolerance and bigotry, one that teaches and honors the importance of the acceptance of differences in others. All members of the community have a responsibility to make DSU campuses and classrooms welcoming and respectful of each member's differences and/or abilities. An investment in diversity is more than the act of recruiting diverse peoples to campus or celebrating ethnically themed events or holidays.

Diversity Mission Statement:

The Dakota State University community asserts these fundamental beliefs:

- Individuals who differ in age, creed, culture, exceptionalities, ethnicity, gender, race, sexuality, and social-economic status all contribute to the diversity which we value in the university community.
- Respect for all individuals and interaction with people different from oneself are essential components of a university education.
- The university community pledges to promote an atmosphere, which encourages the development of potential and promotes the value of diversity.

Dakota State University's History

Dakota State University has enjoyed a long and proud history of leadership and service since its founding in 1881 as the first teacher education institution in the Dakota Territory.

For most of its history, DSU has been identified with teacher preparation, first as a normal school and later as a four-year public college. The University has had several different names, among them Madison Normal, Eastern Normal, and General Beadle State College. The name, Dakota State College, was adopted in 1969. On July 1, 1989, Dakota State College became Dakota State University. The University title was conferred on the institution by the South Dakota Legislature in order to better reflect its purpose in the total scheme of the state's higher education system. Prospective elementary and secondary teachers continue to be educated here. To this traditional emphasis, DSU added business and traditional arts and science programs in the 1960s and two health services programs, Health Information Management and Respiratory Care, in the late 1970s.

In 1984, the South Dakota Legislature and the South Dakota Board of Regents turned to Dakota State University to educate leaders for the information age. In response, Dakota State University developed leading-edge computer/information systems degree programs. The graduates of these programs enjoy enviable status in the national marketplace. As a leader in computer and information systems programs, DSU has pioneered the application of computer technology to traditional fields of academic endeavor. This thrust has led to the development of unique degree programs in biology, English, mathematics, and physical science.

Dakota State University continues to serve the needs of a changing society in its second century. In order to provide its academic programs to a broader audience, DSU has promoted the use of distance education to deliver academic courses and programs.

Dakota State has been recognized nationally for innovative curriculum. In Spring 2004, DSU was one of ten colleges in the country named a National Center of Academic Excellence in Information Assurance Education by the National Security Agency. The university recently installed the first iris recognition system in the state of South Dakota as part of a biometrics initiative that is tied to academic programs in computer security.

DSU is the first university in the state and one of the few in the country to implement a wireless mobile computing initiative using the Notebooks. DSU was ranked first in the Top Public Comprehensive Colleges - Bachelor's Division in the Midwest region by U.S. News and World Report magazine in 2007, 2008, 2009, 2010 and 2011. As society's educational needs change, Dakota State University will continue to evolve to meet these needs with education, scholarship and service.

Equal Opportunity

Dakota State University is committed to a policy of non-discrimination and equal educational opportunity in all student services and in all staff and faculty employment actions, without regard to age, race, color, religion, sex, national origin, or disability.

Academic Calendar

Academic Calendar

Fall and spring terms are 16 weeks in length: Fall starts around late August or early September and goes through mid December. Spring starts around early January and goes through mid-May. Summer sessions vary in length from 4 weeks to 12 weeks, May through August, with classes typically meeting Monday through Friday.

Courses are available on the main campus in Madison, in Sioux Falls and by Internet/distance through the Office of Extended Programs which coordinates Internet and distance offerings.

Fall 2015 Academic Calendar

Aug 21 (Fri)	8:00 a.m. Residence Halls open for first year students only
	New Student Orientation activities begin
Aug 22-23 (Sat-Sun)	8:00 a.m. Residence halls open for all students
Aug 24 (Mon)	8:00 a.m. Classes begin
Sept 3 (Thurs)	CENSUS DAY
	Last day to register for any fall class to determine financial aid eligibility
	Last day to add a full semester class
	Last day to drop a full semester class and received 100% refund
Sept 4 (Fri)	Tuition and Fees - deadline for payment or payment plan to avoid cancellation of registration and late fee assessment
Sept 7 (Mon)	Labor Day - no classes
Sept 17 (Thurs)	Constitution Day
Oct 1 (Thurs)	Last day to apply for Fall 2015 graduation
Oct 12 (Mon)	Native American Day - no classes
Oct 16 (Fri)	Last day of first half semester classes
Oct 21 (Wed)	Mid-term deficient grades due
Oct 26-Nov 13 (Mon-Fri)	*Tentative* - Continuing student pre-registration for spring 2016 and summer 2016
Oct 28 (Wed)	Last day a student withdraw from the University and be eligible for a refund of University charges based on federal regulations and Board of Regents policy
Nov 6 (Fri)	Last day to withdraw from a full semester course or school and receive a grade of "W"
Nov 11 (Wed)	Veterans Day - no classes
Nov 25-29 (Wed.-Sun.)	Thanksgiving Holiday - no classes
	Please note: Tuesday, Nov 24, evening classes will be held.
dNov 30 (Mon)	Classes resume
Dec 9 (Wed)	No classes
Dec 10-16 (Thurs-Wed)	Final examination period
Dec 12 (Sat)	Commencement - DSU Fieldhouse
Dec 16 (Wed)	Semester ends
	Residence Halls close - 5:00 p.m.
Dec 21 (Mon)	Final grades due

Note: *Dates and events are subject to change. Changes will be communicated to campus via email, campus newspaper or other means as appropriate.*

Fall 2015 Final Exam Schedule

Fall 2015 – December 10-16, 2015
(Thursday, Friday, Monday, Tuesday, Wednesday)

Schedule for Classes Meeting on Monday, Wednesday, Friday Combinations (MWF, M, W, MW, WF, MTWTH, MTWF, MTWTHF, F)			
Time class begins	**Day of Final**	**Date of Final**	**Time of Final**
8:00 AM	Monday	December 14	8:00 - 10:00
9:00 AM	Friday	December 11	8:00 - 10:00
10:00 AM	Monday	December 14	10:30 - 12:30
11:00 AM	Friday	December 11	10:30 - 12:30
12:00 PM	Friday	December 11	3:30 - 5:30
1:00 PM	Monday	December 14	1:00 - 3:00
2:00 PM	Friday	December 11	1:00 - 3:00
3:00 PM	Monday	December 14	3:30 - 5:30
4:00 PM	Wednesday	December 16	8:00 - 10:00
Schedule for Classes Meeting on Tuesday and Thursday Combinations (TTH, T, TH)			
Time class begins	**Day of Final**	**Date of Final**	**Time of Final**
8:00 AM	Tuesday	December 15	8:00-10:00
9:30 AM	Tuesday	December 15	10:30-12:30
11:00 AM	Thursday	December 10	10:30-12:30
12:00 PM	Tuesday	December 15	1:00-3:00
1:00 PM	Thursday	December 10	1:00-3:00
2:30 PM	Tuesday	December 15	3:30-5:30
4:00 PM	Thursday	December 10	3:30-5:30

Courses beginning 5:00pm and later will be held during their regular scheduled times.

Spring 2016 Academic Calendar

Jan 9 (Sat)	8:00 a.m. Residence halls open for all students
Jan 11 (Mon)	8:00 a.m. Classes begin
Jan 18 (Mon)	Martin Luther King, Jr. Day - no classes
Jan 20 (Wed)	CENSUS DAY Last day to register for any fall class to determine financial aid eligibility Last day to add a full semester class Last day to drop a full semester class and received 100% refund
Jan 21 (Thurs)	Tuition and Fees - deadline for payment or payment plan to avoid cancellation of registration and late fee assessment
Feb 1 (Mon)	Last day to apply for Spring 2016 and Summer 2016 graduation
Feb 15 (Mon)	President's Day - no classes
Mar 5-13 (Sat-Sun)	Spring Break Residence Halls close at 5:00 pm on Friday, March 4 and reopen 8:00 am on Sunday, March 13
Mar 14 (Mon)	Last day of first half semester classes
Mar 17 (Thurs)	Mid-term deficient grades due
Mar 21-April 6 (Mon-Wed)	*Tentative* - Continuing student pre-registration for Fall and Summer 2016 and Spring 2017
Mar 23 (Wed)	Last day a student withdraw from the University and be eligible for a refund of University charges based on federal regulations and Board of Regents policy
Mar 25-27 (Fri-Sun)	Easter Holiday Please note: Easter holiday begins 5:00 pm on March 24
Mar 28 (Mon)	8:00 am Classes Resume
April 5 (Thurs)	Last day to withdraw from a full semester course or school and receive a grade of "W"
May 2-6 (Mon-Fri)	Final examination period
May 6 (Fri)	Semester ends Residence Halls close - 3:00 p.m.
May 7 (Sat)	10:30 am Commencement - Fieldhouse
May 11 (Wed)	Final grades due

Note: *Dates and events are subject to change. Changes will be communicated to campus via email, campus newspaper or other means as appropriate.*

Spring 2016 Final Exam Schedule

Spring 2016 – May 2-6, 2016
(Monday, Tuesday, Wednesday, Thursday, Friday)

Schedule for Classes Meeting on Monday, Wednesday, Friday Combinations (MWF, M, W, MW, WF, MTWTH, MTWF, MTWTHF, F)			
Time class begins	**Day of Final**	**Date of Final**	**Time of Final**
8:00 AM	Monday	May 2	8:00 - 10:00
9:00 AM	Wednesday	May 4	8:00 - 10:00
10:00 AM	Monday	May 2	10:30 - 12:30
11:00 AM	Wednesday	May 4	10:30 - 12:30
12:00 PM	Friday	May 6	8:00 - 10:00
1:00 PM	Monday	May 2	1:00 - 3:00
2:00 PM	Wednesday	May 6	1:00 - 3:00
3:00 PM	Monday	May 2	3:30 - 5:30
4:00 PM	Wednesday	May 4	3:30 - 5:30
Schedule for Classes Meeting on Tuesday and Thursday Combinations (TTH, T, TH)			
Time class begins	**Day of Final**	**Date of Final**	**Time of Final**
8:00 AM	Tuesday	May 3	8:00 - 10:00
9:30 AM	Tuesday	May 3	10:30 - 12:30
11:00 AM	Thursday	May 5	10:30 - 12:30
12:00 PM	Tuesday	May 3	1:00 - 3:00
1:00 PM	Thursday	May 5	1:00 - 3:00
2:30 PM	Tuesday	May 3	3:30 - 5:30
4:00 PM	Thursday	May 5	3:30 - 5:30

Courses beginning 5:00pm and later will be held during their regular scheduled times.

Summer 2016 Academic Calendar

May 16 (Mon)	Full 12-week and first 6-week session begins
May 19 (Thurs)	Census date for first 6-week session
	Last day to add a class or drop a 6-week class with full refund
May 24 (Tues)	Census date for full 12-week session
	Last day to add a class or drop a 12-week class with full refund
May 30 (Mon)	Memorial Day - no classes
June 1 (Wed)	Last day to withdraw from all first 6-week session classes and receive a prorated refund
June 13 (Mon)	Last day to withdraw with a "W" from first 6-week session - no refund
June 24 (Fri)	First 6-week session ends
	Last day to withdraw from all full 12-week session classes and receive a prorated refund
June 27 (Mon)	Second 6-week session begins
June 30 (Thurs)	Census date for second 6-week session
	Last day to add a class or drop a class with full refund
July 4 (Mon)	Independence Day - no classes
July 13 (Wed)	Last day to withdraw with a "W" from full 12-week session - no refund
	Last day to withdraw from all second 6-week session classes and receive a prorated refund
July 25 (Mon)	Last day to withdraw with a "W" from second 6-week session - no refund
August 5 (Fri)	Full 12 week and second 6-week sessions end

Note: No student will be required to participate in more than three evaluative activities on any one day of the final exam week. Permission to reschedule a final evaluative activity should be sought before mid-semester if at all possible. The student, after consulting wit his or her advisor, should petition the dean(s) responsible for the activity(ies) to be changed by completing the "Final Week" form which is available on the DSU portal. The dean(s) will coordinate and approve the necessary rescheduling. Any changes or deviations in the schedule for an individual student must have advance approval of the dean in which college the course is taught.

Admissions Policies

Admission Requirements

Each university may adopt specific admission regulations, consistent with law and the requirements set by the Board of Regents, as may be required for each school or program to assure acceptable student preparation and enrollment levels. A copy of such regulations and any subsequent amendments shall be filed with the Executive Director and shall be subject to review by the Board of Regents.

Undergraduate Admissions Requirements

A. Baccalaureate Degree Admissions for High School Graduates

For admission to baccalaureate degree programs, high school graduates must:

- meet the minimum course requirements with an average grade of C (2.0 on a 4.0 scale); OR
- demonstrate appropriate competencies in discipline areas where course requirements have not been met; AND
- rank in the top 60% of their high school graduating class; OR
- obtain an ACT composite score of 18 (SAT-I score of 870) or above; OR
- obtain a high school GPA of at least 2.6 on a 4.0 scale.

1. Minimum Course Requirements

Effective the fall of 1996, all baccalaureate or general studies students under twenty-four (24) years of age, including students transferring with fewer than twenty-four (24) credit hours, must meet the following minimum high school course requirements.

a. Four years of English - Courses with major emphasis upon grammar, composition, or literary analysis-one year of debate instruction may be included to meet this requirement.

b. Three years of advanced mathematics - Algebra, geometry, trigonometry or other advanced mathematics including accelerated or honors mathematics (algebra) provided at the 8th grade level; not included are arithmetic, business, consumer or general mathematics or other similar courses.

c. Three years of laboratory science - Courses in biology, chemistry, or physics in which at least one (1) regular laboratory period is scheduled each week. Accelerated or honors science (biology, physics or chemistry) provided in the 8th grade shall be accepted. Qualifying physical science or earth science courses (with lab) shall be decided on a case by case basis.

d. Three years of social studies - History, economics, sociology, geography, government-including U.S. and South Dakota, American Problems, etc.

e. One year of fine arts* effective Fall 2005 for students graduating from South Dakota high schools in 2005 - art, theatre or music (appreciation, analysis, or performance.) Documented evidence of high school level non-credit fine arts activity will be accepted for students graduating from high schools in states that do not require completion of courses in fine arts for graduation. *One-half year of fine arts remains effective through Fall 2004.

2. Alternative Criteria for Minimum Course Requirements

a. Students who do not successfully complete four years of English may meet minimum course requirements through one of the following:

An ACT English subtest score of 18 or above;

An Advanced Placement Language and Composition, or Literature and Composition score of 3 or above.

b. Students who do not successfully complete three years of advanced mathematics may meet minimum course requirements through one of the following:

An ACT mathematics subtest score of 20 or above;

An Advanced Placement Calculus AB or Calculus BC score of 3 or above;

c. Students who do not successfully complete three years of laboratory science may meet minimum course requirements through one of the following:

An ACT science reasoning subtest score of 17 or above;

An Advanced Placement Biology, Chemistry, or Physics B score of 3 or above.

d. Students who do not successfully complete three years of social studies may meet minimum course requirements through one of the following:

An ACT social studies/reading subtest score of 17 or above;

An Advanced Placement Microeconomics, Macroeconomics, Comparative or United States Government and Policies, European or United States History, or Psychology score of 3 or above.

e. Effective Fall 2005 students graduating from South Dakota high schools in 2005 who do not successfully complete one year of fine arts may demonstrate fine arts knowledge or competencies through one of the following:

An Advanced Placement History of Art, Studio Art drawing or general portfolio or music theory score of 3 or above.

B. Associate Degree Admissions Requirements

A student who seeks admission to an associate degree program may gain acceptance by meeting any one of the following criteria:

- Baccalaureate admissions requirements; OR
- Ranking in the top 60% of their high school graduating class; OR
- A composite score of 18 or above on the enhanced ACT; OR
- A cumulative GPA of 2.6 on a 4.0 scale while in high school. Individual degree programs may have additional admissions requirements. Associate degree students who did not meet the baccalaureate degree admission requirements and want to enter a baccalaureate degree program must:
- Complete at least 15 credit hours of the system general education requirement with a 2.0 GPA; AND
- Meet university minimum progression standards.

Exception Group: Each university may admit a group of students to associate programs, limited in size to 10 percent of the previous year's freshman class, at the discretion of the university.

C. Non-High School Graduates, Including Home-Schooled Students
An applicant for baccalaureate or associate admissions who is not a high school graduate must obtain an ACT composite score of 18; ACT English subtest score of 18 or above, Mathematics subtest score of 20 or above, Social Studies/ Reading and Science reasoning sub-test scores of at least 17; and meet any university determined requirements for admission to baccalaureate programs. Students must be at least 18 years of age, or the high school class of which the student was a member must have graduated from high school.

OR

Complete the General Educational Development (GED) High School Equivalency Certificate with the following minimum test scores for all five items totaling 2250 with no standard test score below 410.

D. Non-Traditional Students
Applicants who are at least twenty-four (24) years of age or older and who have not previously attended college will be admitted in good standing if they have graduated from high school or have completed the GED with scores indicated in C above.

E. Exception Group
Each university may admit a group of students to baccalaureate programs, limited in size to 3% of the previous year's freshman class, at the discretion of the university. Contact Enrollment Services for information on how to apply for admission under this exception rule.

F. Regents Scholars
Effective Fall 2001 for students who graduated from high school in 2001, South Dakota high school graduates completing the following high school courses with no final grade below a "C" (2.0 on a 4.0 scale) and an average grade of "B" (3.0 on a 4.0 scale) shall be designated as Regents Scholars and shall be eligible to receive a Regents Scholar Diploma upon request by a high school administrator to the Department of Education and Cultural Affairs. High school graduates designated as Regents Scholars automatically are admitted to all six public universities.
Designated courses include:

4 units of English
4 units of Algebra or higher mathematics
4 units of science including 3 units of approved laboratory science
3 units of social studies
2 units of a modern or classical language (including American Sign Language)
1 unit of fine arts*

* One-half unit of fine arts remains effective through Fall 2004.

Transfer Students

(See related section in University Policies)

A. Transfers to Baccalaureate Programs

Students who are under the age of twenty-four (24) at the start of the term and who are transferring into baccalaureate degree programs with fewer than 24 transfer credit hours must meet the baccalaureate degree admission requirements. Students with 24 or more transfer credit hours with a cumulative GPA of at least 2.0 may transfer into baccalaureate degree programs. Specific degree programs may include additional admissions requirements. If students are applying for federal financial aid, they must meet federal guidelines for transfer students.

B. Students who Transfer to Associate Programs

Students who are under the age of twenty-four (24) at the start of the term and who are transferring into associate degree programs with fewer than 12 transfer credit hours must meet the associate degree admission requirements. Students with 12 or more transfer credit hours with a cumulative GPA of at least 2.0 may transfer into associate degree programs. Specific degree programs may include additional admissions requirements. If students are applying for federal financial aid, they must meet federal guidelines for transfer students.

C. Students from non-Regental accredited colleges and universities

Students may be accepted by transfer from other non-Regental universities outside of the SD system; preferential consideration shall be given to applicants from institutions which are accredited by their respective regional accrediting association. Advanced standing shall be allowed within the framework of existing rules of each college.

D. Students from Non-Accredited Colleges

A university is not required to accept credits from a non-accredited college of university. The university may admit the applicant on a provisional basis and provide a means for the evaluation of some or all of the credits. Credits from colleges or universities which are not accredited by a regional accrediting association may be considered for transfer, subject to all other provisions in BOR Policy 2.5 and any conditions for validation which may be prescribed by the accrediting institution. The validation period for credit from a non-accredited institution shall be no less than one semester and no longer than one academic year.

E. Former Students

A student returning to the institution at the same academic level or a student who has attended another higher education institution in the Board of Regents system at the same academic level is not required to pay the application fee, but he or she must submit an application for readmission and other required documents if he or she has interrupted attendance by two or more semesters. A former student shall be considered as a transfer student if he or she has attended a non-regental university during the period of interruption of attendance.

F. Students transferring within the Regental System

Students transferring from a degree-seeking program at one Regental university to a degree seeking program at another Regental university will be required to apply for admission. Students who have been admitted to a degree seeking or special program at one Regental university may register for courses at any Regental university without submitting another application.

G. Students on Probation/Suspension

A transfer student or former student is admitted on probation if they do not have a minimum cumulative GPA of 2.0. If the last institution attended was outside the Regental system, and the transfer applicant left under academic suspension, the applicant shall not be considered for admission during the period of suspension or, if suspended for an indefinite period, until one (1) semester has passed since the last date of attendance at the previous school.

Students on academic suspension from a Regental university will not be allowed to register for any coursework at any Regental university except when an appeal has been approved by the Regental university from which the student is pursing a degree. An approved appeal granted by one Regental university will be honored by all regental universities.

H. Disciplined Students

A transfer applicant under disciplinary suspension shall not be considered for admission until a clearance and a statement of the reason for suspension is filed from the previous institution. The university shall take into account the fact of the previous suspension in considering the application.

Non-degree Seeking Students

Undergraduate students not admitted to a degree program are admitted with non-degree seeking status.

A degree-seeking undergraduate student admitted at one Regental institution may apply to take classes under non-degree seeking admission status at any other Regental institution.

International Students

Dakota State University encourages applications from qualified international students. International students seeking admission to Dakota State University must submit the application requirements to the Admissions Office. For specific information go to the International Programs website: http://www.dsu.edu/admissions/admission/international-students.aspx.

Applications and Procedures

A. Application for Tuition and Fee Reductions and Scholarships Established by the Legislature

Students should contact the Admissions Office at each university for information on eligibility for tuition and fee reductions and scholarships established by the Legislature.

B. Application Deadlines

An applicant for admission must submit the required application for admission and the necessary official transcript or transcripts and other required documents to the Enrollment Services Center.

C. Records Required

Applicants who are 21 years of age or younger must submit Enhanced ACT (or SAT-I) results, an official high school transcript, if a high school graduate or proof of GED, and an official transcript for all previous college work as part of their application. Applicants who are older than 21 years of age and who have valid ACT/SAT-I exam results (taken

within the last 5 years) must submit those scores, along with an official high school transcript or proof of GED and an official transcript for all previous college work. Applicants who are older than 21 years of age and who do not have valid ACT/SAT-I exam results or who have not taken the exams are not expected to take the exam. However, they are required to submit an official high school transcript, if a high school graduate, and an official transcript for all previous college work. Applicants should also submit any other records, data or letters required to support eligibility for admission, including competency test scores. SAT scores will be converted to ACT equivalences according to a conversion table approved by the Board of Regents. In rare cases, the requirement to submit Enhanced ACT or GED results may be waived for transfer students who have completed more than 24 credit hours of transfer work since these scores are not required in the admission decision process. The requirement to submit high school transcripts as well as Enhanced ACT or GED results may be waived for transfer students who have earned an associate or baccalaureate degree, regardless of the age of the student since these are not required in the admission decision process. Note: An official transcript is one that bears the original seal and signature of the official in charge of records at that institution and is transmitted directly between institutions.

D. Preadmission Immunization Requirements

1. Terms in this Policy mean:

a. "Public or private postsecondary educational institution" or "institution," any entity permitted to offer postsecondary education credits or degrees in South Dakota under 13-49-27.1;

b. "Student," any person born after 1956 who is registering for more than one class during an academic term, such as a quarter or a semester. The term includes any person who meets face-to-face at least once per week to receive instruction. The term does not include any person who receives non-credit-bearing or on-the-job training services.

2. Any student entering a public or private postsecondary education institution in this state for the first time after July 1, 2008, shall, within forty-five days after the start of classes, present to the appropriate institution certification from a licensed physician that the student has received or is in the process of receiving the required two doses of immunization against measles, rubella, and mumps. As an alternative to the requirement for a physician's certification, the student may present:

a. Certification from a licensed physician stating the physical condition of the student would be such that immunization would endanger the student's life or health;

b. Certification from a licensed physician stating the student has experienced the natural disease against which the immunization protects;

c. Confirmation from a laboratory of the presence of adequate immunity; or

d. A written statement signed by the student that the student is an adherent to a religious doctine whose teachings are opposed to such immunizations. If the student is under the age of eighteen, the written statement shall be signed by one parent or guardian.

3. The institution shall require that the documentation from the student, provided for by subsection 5 (D) (2) of this section, be submitted within forty-five days after the start of classes.

4. A student allowed to register while completing the round of required vaccinations who fails to provide satisfactory documentation of his or her immune status or of a medical excuse under subsection 5 (D) (2) of this section shall not be permitted to attend classes after the forty-fifth day or, in the case of classes delivered in less than forty-five days, to register for or to attend classes beginning in a subsequent term. Every attempt should be made to collect this information at the time of admissions.

a. Students who are unable to ascertain their immunization status may obtain, at their own expense, the necessary tests and vaccination from the Student Health Service of their university.

5. In the event the South Dakota State Department of Health declares an epidemic of measles, mumps or rubella, the institution involved shall provide to the State Department of Health a list of students who have not submitted immunization documentation. Subsequent campus actions shall consider the advice and authority of the South Dakota State Department of Health. Students who have no vaccination or immunity against the required preventable infectious diseases may be dismissed from the campus.

6. Vaccination for hepatitis B is required for students before they can be admitted to certain health profession programs. Each institution will compile information about current program-related vaccination requirements and make this information available to students along with other curricular and registration materials. It will be the responsibility of the department of the specific health profession program to ensure that the vaccination requirement has been met.

7. Immunization for tetanus, diphtheria, poliomyelitis, varicella and meningitis is recommended, as is a tuberculin test. Vaccination for hepatitis B is also recommended, and an annual influenza vaccination is recommended for students living in residence halls to minimize disruption of routine activities during influenza outbreaks.

Privacy of School Records

The Family Educational Rights and Privacy Act of 1974 is a federal law which states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of each student's educational records.

The institution has established two classes of student directory information -

1. Publicly available directory information shall include a student's name, hometown, academic status (undergraduate, graduate or professional school), graduation date, diploma or degree, major field of study, and dates of attendance.

2. Institutions may identify additional information as nonpublic directory information to be made available to other students or institutional personnel. Such additional information may not be distributed to the public at large without specific written permission of each individual student. Distribution through password-protected electronic means shall be permitted so long as passwords are issued solely to students or institutional employees.

a. At the university level, nonpublic directory information may include publicly available directory information plus the student's official university electronic mail address.

Students may withhold directory information by completing the Request to Withhold Information form found on the Registrar link of the DSU website and returning to the Registrar's Office. Requests to withhold information are valid until the student notifies the Registrar's Office in writing to authorize release of information.

Returning Students

Returning DSU students, who did not graduate from DSU during their previous enrollment and who have interrupted their enrollment at any Regental university for less than 2 consecutive semesters, may complete their last declared major, minor or general education program subject to the review of the appropriate college, if the major or minor is still being offered from the previous college catalog. The college may require the student to take additional courses to ensure that the student's knowledge is current and that the completed program meets current accreditation standards. In the case of teacher education programs, students may also be required to complete additional coursework necessary for current certification requirements within timeframes established by the South Dakota Department of Education. However, students who completed the general education curriculum prior to the interruption in coursework may not be required to take additional courses to fulfill general education requirements.

Returning DSU students, who did not graduate during the period of their previous enrollment and who interrupted their enrollment at any Regental university for more than 2 consecutive semesters will be assigned the catalog effective at the time of their re-enrollment as their catalog of graduation. Enrollment Services will review the student's transcripts and determine which courses can be used toward the completion of the student's current degree program and general education curricula, with questions directed to the appropriate dean.

The recommendations of the colleges are subject to review by the Vice President for Academic Affairs.

Selective Service

All students will be required to abide by all federal and state statutes with regard to Selective Service compliance.

Student Right To Know

Information related to campus crime statistics and completion rates for athletes and student cohorts is available at the following website: http://www.dsu.edu/about/consumer-information/

Transcript Policy

All current and former students of Dakota State University, who have no outstanding obligations to any university in the South Dakota Board of Regents system, are entitled to official transcripts of their coursework taken at any of the South Dakota Board or Regents schools. Students may obtain an official transcript of their academic record at Dakota State University and all Board of Regent institutions by submitting a written request to Enrollment Services. Instructions for ordering transcripts can be found on the DSU website, www.dsu.edu/registrar/official-transcripts.aspx. Payment must accompany the request.

If a student is delinquent in the payment of any bill due at any university in the South Dakota Board of Regents system, the transcript will be withheld until the bill is paid or the transcript is released by the Registrar on the advice of the Vice President for Administration Services.

University Policies

Academic Credit for Non-Traditional Learning Experiences

Dakota State University allows degree-seeking students who are currently enrolled to earn academic credit for non-traditional learning experiences when those experiences are equivalent to coursework provided at Dakota State University. DSU will evaluate and record credit for the non-traditional learning experience of degree-seeking students currently enrolled at Dakota State University or graduates of Dakota State University seeking enhanced certification, licensure or employment opportunities.

Credits earned through validation methods other than nationally recognized examinations (AP, CLEP, etc.) is limited to a maximum of 30 hours of credit for baccalaureate degrees and 15 hours of credit for associate degrees. Credits earned through nationally normed exams are not included in this maximum credit count. Validation of military credit is limited to an additional 30 hours of credit for baccalaureate degrees and an additional 15 hours of credit for associate degrees. These maximum credit limits apply, regardless of the number of majors in which the student is enrolled. If credit by examination is accepted, the permanent record will show the equivalent course name and a grade of EX for the specified number of credits. If credit is accepted by another form of validation, the grade will be S for the specified number of credits. No entry will be made on the record if the examination is failed. The examination results will not be included in calculation of either the semester or the cumulative grade point averages. Credit earned for non-traditional learning experience will not meet degree residency requirements. If a student has not successfully completed a course (a grade of D or F) credit for prior learning/work experience cannot be used to gain credit for the failed course.

Dakota State University cannot guarantee that credit earned for non-traditional learning experience at DSU will transfer to other institutions, since institutional practices/policies vary.

Advanced Placement (AP)

Credit for work accomplished in high school through the Advanced Placement program of the College Examination Board will be awarded, based on the approved exams and scores noted in the university catalog under "Advanced Placement". Advanced placement examinations do not meet the writing intensive or globalization requirements for general education. South Dakota public university system will only accept Advanced Placement scores recorded within five years from the time a student seeks credit by examination.

1. Students complete the Advanced Placement test administered by their high schools and request that the scores be reported to Dakota State University.

2. AP sends scores to the students and to DSU's Office of the Vice President for Academic Affairs. The Vice President's Office notifies the Registrar of the exam results and, if the scores meet or exceed DSU's standards, the Registrar enters the credit for the examinations on the students' academic record. (Nothing is entered on academic record if the AP scores do not meet DSU credit standards.)

Discipline	Examination Title	Minimum Acceptable Score	DSU Course
ART	History of Art	3	ARTH 211
	Studio Art - Drawing Portfolio	3	ART 111
	Studio Art - General Portfolio	3	ART 121
	Studio Art - 2D	3	ART 121
	Studio Art - 3D	3	ART 123
BIOL	Biology	3	BIOL 151
		5	BIOL 151 and BIOL 153
BIOL	Environmental Science	3	BIOL Elective
CHEM	Chemistry	3	CHEM 112
		5	CHEM 112 and CHEM 114
CSC	Computer Science A	3	CSC 150
+CSC	Computer Science AB	3	CSC 150
		5	CSC 150 and CSC 250
ECON	Macroeconomics	3	ECON 202
ECON	Microeconomics	3	ECON 201
ENGL	English Language & Composition	3	ENGL 101
ENGL	English Literature & Composition	3	ENGL 210
FREN	French Language	3	FREN 202*
		4, 5	FREN 310**
+FREN	French Literature	3	FREN 202*
		4, 5	FREN 310**

* Retroactive credits for FREN 101, FREN 102, and FREN 201 earned if FREN 310 is completed with a grade of "C."

** Retroactive credits for FREN 101, FREN 102, and FREN 201 may be earned if an appropriate upper-division course is completed with a grade of 'C' or above.

GEOG	Human Geography	3	GEOG 200
GERM	German Language	3	GERM 202*
		4, 5	GERM 311 and GERM 312**

* Retroactive credits for GERM 101, 102 and 201 earned if 311 or 312 is completed with a grade of "C" or better.

** Retroactive credits for GERM 101, 102 and 201 may be earned if an appropriate upper-division course is completed with a grade of "C" or above.

POLS	Government & Policies - Comparative	3	POLS 141
POLS	Government & Politics - U.S.	3	POLS 100
HIST	History-European	3	HIST 122
HIST	History-United States	3	HIST 151
HIST	History-World	3	HIST 111
		4, 5	HIST 111 and HIST 112
+LATI	Latin Literature	3	LATI 101 and LATI 102
		4	LATI 101, LATI 102 and LATI 201
		5	LATI 101, LATI 102, LATI 201 and LATI 202
LATI	Latin - Vergil	3	LATI 101 and LATI 102
		4	LATI 101, LATI 102 and LATI 201
		5	LATI 101, LATI 102, LATI 201 and LATI 202
MATH	Mathematics - Calculus AB	3	MATH 123
MATH	Mathematics - AB Subscore on the BC Calculus	3	MATH 123
MATH	Mathematics - Calculus BC	3	MATH 123 and MATH 125
MATH	Statistics	3	MATH 281
MUS	Music Theory	3, 4	MUS 110
		5	MUS 110 and MUS 111
PHYS	Physics B	3, 4	PHYS 111 and PHYS 113
PHYS	Physics 1: Algebra-based	3	PHYS 111
PHYS	Physics 2: Algebra-based	3	PHYS 113
PSYC	Psychology	3	PSYC 101
SPAN	Spanish Language	3	SPAN 202*
		4, 5	SPAN 311 and SPAN 312**
SPAN	Spanish Literature	3	SPAN 202*
		4, 5	SPAN 311 and SPAN 312**

** Retroactive credits for SPAN 101, SPAN 102 and SPAN 201 may be earned if SPAN 311 or SPAN 312 is completed with a grade of "C" or better.*

*** Retroactive credits for SPAN 101, SPAN 102 and SPAN 201 may be earned if an appropriate upper-division course is completed with a grade of "C" or above.*

+ Course credit will not be awarded to students entering the system with qualifying scores after June 2014.

College Level Examination Program (CLEP)

Students may take CLEP (College Level Examination Program) exams to earn credit for specific courses. A listing of specific course equivalencies and minimum scores follow the procedure.

The CLEP program has a long-standing policy that an exam may not be retaken within a six-month period. This waiting period provides the student with an opportunity to spend additional time preparing for the exam or the option of taking a classroom course.

1. Students contact the Office of Institutional Effectiveness & Assessment (OIEA) (Heston Hall, 256-5101) for CLEP information and to schedule an appointment.

2. Students pay the appropriate test fee and complete the computer-based exam. Military personnel and eligible civilian employees and spouses can complete the CLEP exams at DSU without paying the exam fee. Please contact the OIEA at 256-5101 for more information on CLEP testing for military.

3. The Office of Institutional Effectiveness and Assessment provides an unofficial score report to the student and electronically submits the test results to Educational Testing Services. ETS sends the official results to the Office of the Vice President for Academic Affairs. The Vice President's Office notifies the Registrar and the student of the official exam results and, if the score meets or exceeds DSU's standards, the Registrar enters the credit for the exam on the student's transcript. (Nothing is entered on the transcript if the CLEP score does not meet DSU credit standards.)

CLEP examinations do not meet the writing intensive requirements for general education.

CLEP Test Equivalencies

CLEP Test	DSU Course Equivalency	Computer-based Score
Accounting Principles	ACCT 210 & ACCT 211	50
Financial Accounting	ACCT 210	50
American Government	POLS 100	50
US History - I	HIST 151	50
US History - II	HIST 152	50
Introductory Business Law	BADM 350	50
Calculus	MATH 123	50
College Algebra	MATH 102	50
Composition Freshman College	ENGL 101	50
College Comp. Modular (without essay)	ENGL 101	50
College Composition (with essay)	ENGL 101 & ENGL 201	50
Biology	BIOL 151 & BIOL 153	50
General Chemistry	CHEM 112 & CHEM 114	50
Human Growth & Development	EPSY 210	50
Info Systems and Computer Applications	CSC 105	50
Language - French	FREN 101	40
	FREN 101 & FREN 102	50
	FREN 101, FREN 102 & FREN 201	57
	FREN 101, FREN 102, FREN 201 & FREN 202	59
Language - German	GERM 101	40
	GERM 101 & 102	50
	GERM 101, 102 & 201	57
	GERM 101, 102, 201 & 202	60
Language - Spanish	SPAN 101	40
	SPAN 101 & SPAN 102	50
	SPAN 101, SPAN 102 & SPAN 201	57
	SPAN 101, SPAN 102, SPAN 201 & SPAN 202	63
Macroeconomics	ECON 202	50
Principles of Management	BADM 360	50
Principles of Marketing	BADM 370	50
Principles of Microeconomics	ECON 201	50
Precalculus	MATH 115	50
Introductory Psychology	PSYC 101	50
Introductory Sociology	SOC 100	50
Trigonometry	MATH 120	50
Western Civilization I	HIST 121	50
Western Civilization II	HIST 122	50

Department Credit-by-Examination

In subjects for which there is no equivalent CLEP examination, students may petition to challenge college coursework via a departmental credit-by-examination. A grade of "C" or better is required on the exam to earn course credit.

DSU credit will be granted only for passing scores earned the first time each subject department credit-by-exam is taken. If a student earned a grade of D or F in a course, a departmental credit-by-exam cannot be used to gain DSU credit for that course.

1. Students discuss the proposal with the dean of the college that offers the course. With the approval of the dean, students complete the "Application for Credit by Examination" form available through the Enrollment Service office or web site. Current costs for challenge exams are noted in the university catalog under Tuition, Fees, Housing and Board costs.
2. The dean approves the student request, works with the faculty member to set very specific standards for earning the credits (test, essay, project or demonstrating abilities) and makes arrangements for administering the exam. This request must be approved by the dean by the deadline for withdrawal from a full-semester course, which is published in the Academic Calendar.
3. The faculty person identified on the form administers and grades the exam and the exam results are reported to the dean, prior to the end of the academic term in which the grade will be recorded.
4. The dean notifies the student and the Registrar of the outcome. Only successful exams are noted on the student's academic record.

Dual-credits for High School Courses

The South Dakota Board of Regents has established agreements with colleges and universities whereby the South Dakota regental universities will accept high school, dual-credit courses for transfer. All other high school courses for which students received college credit will not be entered as transfer credit, or given equivalent credit, unless validated by an Advanced Placement or CLEP score that meets Board of Regents guidelines for acceptance of credit, the college credit is granted by a university with which the Board has a dual credit agreement, or the college credit is granted by an institution accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). For a list of the universities and colleges that the university system has agreements with go to http://www.sdbor.edu/services/academics/DualCredit/default.htm.

High school dual credit courses taken at any of the six regental universities within the state of South Dakota (either on campus, online or at university centers) are recorded on the official college transcript of the student. Therefore, the courses transfer as any college coursework would, without the need for additional testing such as CLEP or Advanced Placement.

Credit For Prior Learning/Work Experience

Requests for credit via prior learning/work experience must directly correspond to academic coursework offered by Dakota State University. The experiential learning must be fully described and documented by the student in writing to indicate the direct correspondence or equivalence to specific university course(s). Requests should be evaluated by external supervisors, if appropriate, and by University officials in light of the student's educational objectives.

1. Students prepare a cover memo to the Vice President of Academic Affairs, stating the course(s) for which he/she would like to receive prior learning credit. In addition to the memo, the student's application for prior learning should include:
    a. Transcript for the course(s) (either an original or a copy) that includes the course prefix, number, title and date of enrollment;
    b. Course syllabus;
    c. Name of instructor;
    d. Any course projects that seem appropriate;
    e. Statement/memo from the student's DSU advisor, indicating the student and the advisor have discussed the student's application and the advisor agrees that prior learning credit is appropriate for this student in this major; and
    f. $50 per transcript processing fee

In cases where the prior learning application is based on experiential learning, rather than completed coursework, the student is expected to put together a portfolio that demonstrates this experience. This document should include:

a. Statements from work supervisors (or the company's human resources director) indicating job requirements and skills needed for the position held,
b. Examples of work projects,
c. Written statement from student that explains why/how the artifacts demonstrate the appropriate level of learning
d. $50 per course processing fee

2. Student memo plus documentation is submitted to the Vice President for Academic Affairs;
3. A faculty committee is appointed to review the application and reports its recommendation to the college dean, who forwards the recommendation to the Vice President for Academic Affairs;
4. Enrollment Services, the student, and advisor are notified by the Vice President for Academic Affairs of the committee's recommendation.

Military Credit

Military credits are evaluated according to guidelines set forth by the American Council on Education and published in the Guide to the Evaluation of Educational Experiences in the Armed Services. Dakota State University has been approved as a Servicemembers Opportunity College and is listed in the SOC Guide for use by military personnel.

Students requesting evaluation of military work should provide a copy of the course evaluation done by the American Council of Education (ACE) or an official copy of DANTES transcript to the Registrar.

DANTES Subject Standardized Tests (DSST)

Developed by The Chauncey Group International LTD., a subsidiary of the Educational Testing Services (ETS), the DSST program provides an opportunity for students to receive college credit for the knowledge acquired outside the traditional college classroom. Currently, thirty-seven DSSTs are offered in the subject areas of business, physical science, humanities, social science, and applied technology. For more information, contact the Office of Institutional Effectiveness and Assessment at 605-256-5101 or e-mail assessoffice@dsu.edu

DANTES (DSST) Test Equivalencies

DANTES Test	DSU Course Equivalency	Computer-based Score
Principles of Financial Accounting	ACCT 210	49
General Anthropology	ANTH 210	47
Principles of Finance	BADM 310	46 / 400
Business Law II	BADM 351	52
Principles of Supervision	BADM (Electives)	46 / 400
Introduction to Business	BADM (Electives)	46 / 400
Personal Finance	BADM (Electives)	46 / 400
Criminal Justice	CJUS 201	49 / 400
Introduction to Law Enforcement	CJUS (Electives)	45
Money and Banking	ECON 330	48
Foundations of Education	EDFN 338	46
Technical Writing	ENGL 379	46
Human/Cultural Geography	GEOG 101	48

Physical Geology	GEOL 201	46
Western Europe 1945	HIST (Electives)	48
An Introduction to the Modern Middle East	HIST 313	44
Civil War & Reconstruction	HIST 455	47
A History of the Vietnam War	HIST 459	49
Human Resource Management	BADM 460	46
Introduction to World Religions	REL 250	49 / 400
Environment & Humanity: Race to Save Planet	SCI (Electives)	46
Fundamentals of College Algebra	MATH 102	47
Principles of Statistics	MATH 281	48 / 400
Introduction to Computing	CSC 105	47 / 400
Management Information Systems	CIS 325	46 / 400
Principles of Public Speaking	SPCM 101	47
Ethics in America	PHIL 220	46 / 400
Principles of Physical Science I	PHSI (Electives)	47
Astronomy	PHYS 185	48
Developmental Lifespan Psychology	PSYC 221	46
Fundamentals of Counseling	PSYC (Electives)	45
Here's to Your Health	WEL 100	48 / 400

International Baccalaureate

The South Dakota Board of Regents has established guidelines for accepting International Baccalaureate credits.

Examination	Score	Standard Level Equivalency	Score	Higher Level Equivalency
Chemistry	6-7	CHEM 112	6-7	CHEM 112 & CHEM 114
Computer Science	5-7	CSC 150	5-7	CSC 150 & CSC 250
English A	--	--	5-7	ENGL 101 , ENGL 201 & ENGL 210
Economics	--	--	5-7	ECON 201 & ECON 202
French	6	FREN 101	4	FREN 101
			5	FREN 101 & FREN 102
			6-7	FREN 101, FREN 102 & FREN 201
German	6	GER 101	4	GER 101
			5	GER 101 & 102
			6-7	GER 101, 102 & 201
History	5-7	HIST 122	--	--
Mathematical Methods				
Core	5-7	MATH 115	--	--
+Topic 7	5-7	STAT/MATH 281	--	--
+Topic 8	5-7	MATH 123	--	--
Mathematical Studies				
Core	5-7	NA	--	--
+Topic 7	5-7	MATH 104	--	--
+Topic 8	5-7	STAT/MATH 281	--	--
Mathematics				
Core	5-7	MATH 102 & MATH 120	5-7	MATH 115 or MATH 123 & MATH 215
+Topic 9	--	--	5-7	STAT/MATH 281
+Topic 10	--	--	5-7	MATH 253
+Topic 12	--	--	5-7	MATH 125
Physics	5-7	PHYS 111 & PHYS 113	5-7	PHYS 211 & PHYS 213
Psychology	5-7	PSYC 101	--	--

Spanish	6	SPAN 101	4	SPAN 101
			5	SPAN 101 & SPAN 102
			6-7	SPAN 101, SPAN 102 & SPAN 201

Academic Honors

Undergraduate, full-time students may be designated for the President's Academic Honors List at the end of the fall and spring terms. The President's Academic Honors list is determined by the home university and is based on a student's total course registrations for academic credit for the term from any Regental university. The President's Academic Honors List designation does not appear on the transcript.

To be awarded President's Academic Honors designation, students must meet the following guidelines:

1. Students must have earned a minimum of 12 credit hours during the term in courses numbered 100-699.
2. Students much achieve a System Term GPA of at least 3.50.
3. Students with F, I, U, RI or RU grades in the term are not eligible regardless of System Term GPA attained.

Undergraduate, part-time students taking fewer than 12 credits per term may be designated for academic recognition for part-time students at the end of the fall and spring terms. The academic recognition for part-time student designation is determined by the home university. The academic recognition for part-time student designation does not appear on the transcript.

To be awarded the Academic Recognition for Part-Time Students designation, students must meet the following guidelines:

1. Students must have completed at least 12 credit hours prior to the current semester at one or more Regental institutions.
2. The student must have earned at least 3 and up to 11 credit hours of 100-699 level courses during the term.
3. Students must achieve a System Term GPA of at least 3.50
4. Students with F, I, U, RI or RU grades in the term are not eligible regardless of System Term GPA attained.

Academic Integrity

Basic Standards

Registration at Dakota State University requires adherence to the University's standards of academic integrity. The following examples represent some basic types of behavior that are unacceptable:

1. **Cheating:** using unauthorized notes, study aids, devices, or information on an examination; altering a graded work and resubmitting the work for re-grading; presenting another person's work as your own. Cheating also includes aiding and abetting academic dishonesty, for example: (a) providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations stated above, or (b) providing false information in connection with any inquiry regarding academic integrity.

2. **Plagiarism:** submitting material that in part or whole is not entirely one's own work without attributing those same portions to their correct source.

3. **Fabrication:** falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with standard guidelines, defining the appropriate methods for collecting or generating data, and failing to include an accurate account of the method by which the data were gathered or collected.

4. **Obtaining an Unfair Advantage:** (a) stealing, reproducing, circulating or otherwise gaining access to examination materials prior to the time authorized by the instructor; (b) stealing, destroying, defacing or concealing library materials with the purpose of depriving others of their use; (c) unauthorized collaboration on an academic assignment (d) retaining, possessing, using or circulating previously given examination materials, where those materials clearly indicate that they are to be returned to the instructor at the conclusion of the examination; (e) intentionally obstructing or interfering with another student's academic work or (f) otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students academic work.

5. **Falsification of Records and Official Documents:** altering documents affecting academic records; forging signatures of authorization or falsifying information on an official academic document, grade report, letter of permission, petition, drop/add form, ID card, or any other official University document.

6. **Unauthorized Access to computerized academic or administrative records or systems:** viewing or altering computer records, modifying computer programs or systems, releasing or dispensing information gained via unauthorized access, or interfering with the use or availability of computer systems or information.

Procedures

Once a faculty member suspects a student of academic dishonesty, or another student reports an act of academic dishonesty, there is a defined process for proceeding. By following the procedure, both the student(s) and faculty member(s) concerned are protected. The faculty member's responsibilities and the student's rights are specified below.

The Process

1. Each faculty member has the responsibility and authority to deal with instances of academic dishonesty occurring within his/her classroom/laboratory setting. The faculty members' responsibility begins with the course syllabus. In the syllabus, each faculty member must include his or her academic integrity policy and the implication of violating that policy OR reference the Trojan Handbook code of conduct. If a faculty member has reason to believe that a violation has occurred, he/she will evaluate the available evidence, which may include meeting with the student(s) involved, in an effort to reach a finding. If the faculty member finds the student(s) guilty of academic dishonesty, he/she will take appropriate action to impose whatever action or corrective measures he/she deems appropriate, as specified in the syllabus. Any action taken in regard to academic dishonesty is at the discretion of the faculty member but cannot exceed those actions or corrective measures specified in the syllabus.

2. As with any academic action, the student has the right to appeal the actions or corrective measures imposed by the faculty member. (See related DSU Policy 03-30-00). As indicated above, it is the obligation of every faculty member to inform students at the beginning of each course of the objectives, requirements, performance standards and evaluation procedures for the course. This information should be incorporated into the current course syllabus and provided in writing or via the course web site to students. If a student believes that the action / corrective measure imposed by the faculty member was inappropriate, he/she may appeal the action / corrective measure by filing a formal appeal, following the process outlined below.

3. Referrals to the Academic Integrity Board may be made either by the student or faculty member involved. If a student appeals the action/corrective measure imposed by a faculty member, they must file the appeal within two weeks of their notification by the faculty member. Faculty members may refer cases to the Academic Integrity Board by sending a referral dossier to the Chair. The dossier should include a memo detailing the nature of the case, a copy of a written statement of the specific academic integrity violation sent to the student, as well as any relevant student work and source documents.
   The Academic Integrity Board will schedule a review of the case within one week of receiving the appeal. The board will evaluate the appeal and recommend a course of action to the Vice President for Academic Affairs. This recommendation may include: overturn the action / corrective measures, agreement with the faculty members' course of action / corrective measures, or further action against the appealing student(s) up to and including suspension from the university.

4. If additional sanctions are imposed on the student, then the student may appeal the committee's decision to the Vice President for Academic Affairs.

5. The Vice President for Academic Affairs will be the final arbiter in any dispute of academic honesty.

6. All findings of the Academic Integrity Board will be forwarded to the Vice President/Dean of Student Affairs. The Vice President/Dean of Student Affairs will be the depository of information for the Board. The findings of the Board may be used in Disciplinary Board Hearings at the discretion of the Vice President/Dean of Student Affairs. However, actions taken by the Disciplinary Board will not be available for the Academic Integrity Board. Therefore, while the findings of the Disciplinary Board hearings are not available to the Academic Integrity Board, the findings of the Academic Integrity Board do become part of the student's overall disciplinary record.

7. Students charged with academic dishonesty may not change their registration in a course in which the charge is pending, or in which a finding of academic dishonesty has been made.

Student Rights and Responsibilities

The enforcement of academic integrity lies with the general faculty of Dakota State University. In all cases involving academic dishonesty, the student charged or suspected shall, at a minimum, be accorded the following rights.

1. Prompt investigation of all charges of academic dishonesty, to be conducted, in so far as possible, in a manner that prevents public disclosure of the student's identity. Such investigation may include informal review and discussion with an official of the school prior to bringing a charge, provided that such review does not compromise the rights of the student in the formal process.

2. The faculty member will provide the student with a written statement of the specific academic integrity violation and the action/corrective measure that will be taken by the faculty member.

3. The student will have two weeks from the date of formal notification in which to file an appeal.

4. The student will be provided an appeal hearing or meeting with the Academic Integrity Board at which time the student involved may be heard and the accuracy of the charge determined.

5. At any stage of the proceedings, the student may be accompanied by a fellow student, a faculty member, or another individual of the student's choosing. This person may not take part in the proceedings except as a witness if that individual testimony is deemed relevant by the Academic Integrity Board. The student must speak on his or her own behalf.

Faculty and Administrative Responsibilities

In order to implement these principles of academic integrity, it is necessary for the administration and faculty to take certain steps that will discourage academic dishonesty and protect academic integrity. Those steps include:

1. Examination security-Each faculty member or college office should safeguard examination security.

2. Testing Procedures-Faculty should take all feasible efforts to secure the testing area.

3. Instructors should inform students of the academic requirements of each course. Such information may appropriately include (a) notice of the scope of permitted collaboration, if any; (b) notice of the conventions of citation and attribution within the discipline of the course; and (c) notice of the materials that may be used during examinations and on other assignments.

Sanctions

All proven cases of academic dishonesty will be penalized as appropriate under the circumstances. Any sanctions imposed by the Academic Integrity Board, beyond those actions/corrective measures imposed by the faculty member per the course syllabus, may only be imposed following a hearing by the Academic Integrity Board and the conclusion of the student's appeal process. The student should be notified in writing of any sanction imposed by the Academic Integrity Board and that written notification should include the board's rationale for imposing the sanction. Any student appearing before the Academic Integrity Board a second time and found guilty a second time should expect the Board to recommend the highest level of sanction, which is expulsion from the university.

Sanctions include:

1. A letter of reprimand.
2. A defined period of academic probation, with or without the attachment of conditions.
3. A defined period of academic suspension, with or without the attachment of conditions.
4. Expulsion from the university.

Academic probation and academic suspension appeals will be directed to the Vice President for Academic Affairs.

Academic Probation/Suspension

Minimum Progression Standards

Class	Credit Hour Range	GPA Standard
Freshman	0-29.99	2.0
Sophomore	30-59.99	2.0
Junior	60-89.99	2.0
Senior	90+	2.0

Minimum progression standards and related actions are based on the student's cumulative grade point average and system term grade point average.

1. A student with a cumulative grade point of 2.0 or better is considered to be in **good academic standing.**

2. If a student's cumulative grade point average falls below 2.0 in any academic term (i.e. fall, spring, summer), the student is placed on **academic probation** the following term.

3. While on academic probation, the student must earn a system term grade point average of 2.0 or better.

4. When a student on academic probation achieves a cumulative grade point average of 2.0 or better, the student is returned to good academic standing.

5. A student on academic probation who fails to maintain a system term grade point average of 2.0 or better is placed on **academic suspension** for a minimum period of two academic terms.

6. Students on academic suspension will not be allowed to register for any coursework at any Regental university except when an appeal has been approved by the Regental university from which the student is pursuing a degree. An approved appeal granted by one Regental university will be honored by all Regental universities. Also refer to policy 2:3.3.G Suspended Students.

7. Only Academic Suspension will be entered on the student's transcript. Academic probation will be noted in the internal academic record only.

Progression and graduation are contingent on satisfactory performance on the Proficiency Examination. Refer to BOR policy 2:28.

All students seeking admission to Dakota State University with less than a 2.0 cumulative grade point average or who do not meet regular admissions standards will be reviewed by the Student Readmission Committee, which determines admissibility and sets any special requirements for admission or readmission.

Readmission

A student placed on academic suspension may re-enroll only upon successful petition for readmission to the Student Readmissions Committee. The expectation of the university is that a student placed on academic suspension will sit out at least two academic terms. However, the Student Readmission Committee is empowered to grant immediate reinstatement. Students readmitted from academic suspension enter on academic probation unless they have completed coursework, at another institution, which moves their cumulative GPA above the 2.0 minimum requirement. Students which the committee recommends for readmission must maintain 100 percent class attendance. Classes missed as a result of illness or emergency circumstances must be reported to his/her instructors at the first opportunity. Students who maintain less than regular class attendance will be administratively suspended. The committee may also specify the courses to be taken and the maximum number of credit hours to be carried by the student during the first semester of readmission.

When petitioning for readmission from academic suspension, the burden of proof rests with the student to demonstrate 1) a full understanding of the factors which resulted in his/her poor academic performance, 2) a plan for overcoming previous obstacles and 3) a firm commitment to produce entirely acceptable results.

A student who has been readmitted on academic probation from academic suspension and who does not maintain good academic standing may not petition for immediate reinstatement.

Assessment and Testing

Entry Level Assessment/Placement Testing

The Board of Regents has developed a standardized placement process to ensure that entering students are placed into math and English courses most appropriate for their ability and background. The requirements can be found in BOR Policy 2:7 Baccalaureate General Education Curriculum and BOR Policy 2:26 Associate Degree General Education Requirements.

All entering students seeking an associate or baccalaureate degree must provide valid ACT scores (within the last five years) or must take the Enhanced ACT COMPASS or the College Board Accuplacer examination in the areas of writing skills, mathematics and reading. All non-degree seeking students enrolling in English and mathematics courses must provide Enhanced ACT scores or must take the ACT COMPASS or the College Board Accuplacer examination in the areas of writing skills and mathematics

Students enrolled prior to spring 2000 who have already been placed into their initial mathematics and English coursework, and transfer students who have completed equivalent general education coursework in English and mathematics are exempt from this requirement.

Students transferring within the Regental system will be allowed to transfer their placement test scores and continue their sequence of courses in English and/or mathematics.

For more information on the placement process for entering students, see www.dsu.edu/academics/assessment

Pre-General Education Courses

Based on entering students' Enhanced ACT score or their ACT COMPASS examination, students may be required to take pre-general education courses. Pre-general education courses include ENGL 033, MATH 021, MATH 095 and MATH 101. Unless granted an exception, students are required to enroll in the initial English, Math and reading coursework indicated by the placement process.

Students placed in pre-general education courses must enroll in and complete the courses within the first 30 regental credit hours attempted. If a student does not complete the pre-general education course(s) within the first 30 credit hours attempted, a registration hold is placed on the student's record. During the next 12 credit hours attempted, the student must enroll in and complete the pre-general education course(s).

If the pre-general education course(s) is not completed within the first 42 regental credit hours attempted, the only course(s) in which a student may enroll is the pre-general education course(s); and the student's status is changed from degree seeking to non-degree seeking.

Transfer students entering with 42 or more credit hours, who are still in need of pregeneral education coursework, are required to enroll in the necessary pre-general education coursework during their first 30 credits attempted in the regental system.

Students who are placed into MATH 021 are expected to successfully complete both MATH 021 with a grade of "RS" and MATH 101 with a grade of "C" or better before enrolling in MATH 102. However, a student who performs exceptionally well in MATH 021 may petition the VPAA to bypass MATH 101 and enroll in MATH 102 as their next mathematics course. These students must sit for the COMPASS Math placement exam and earn scores that meet or exceeds the placement score necessary for enrolling in MATH 102.

Credit hours for the pre-general education courses are included in the total number of credit hours attempted. The grades assigned for courses numbered less than 100 will be RS (remedial satisfactory) and RU (remedial unsatisfactory).

General Education Assessment / Proficiency Testing

It is the policy of Dakota State University to assess the general education component of the curriculum on an annual basis. The assessment process is intended to evaluate the general education curriculum and to determine if the general education goals have been met. (Goals are listed under graduation requirements.)

General education assessment activities will be completed during the first two weeks of November and again during the last two weeks of March. Students complete exams covering reading, writing, math, science reasoning, information literacy and technology skills.

1. Requirement

Satisfactory performance on the proficiency examination is required for all students seeking a baccalaureate or associate degree from the South Dakota Unified System of Higher Education. To be eligible to receive an associate or baccalaureate degree from a Regental university, students must fulfill the proficiency examination requirement as specified within this policy. Enrolled students who have already earned a baccalaureate degree are exempt from this requirement.

2. Criteria for Test Eligibility

A. Baccalaureate
   1. Degree-seeking students registered for credit.
   2. Completion of 48 passed credit hours at or above the 100 level. Students will sit for the examination during the first semester in which they become eligible in terms of passed credit hours.

B. Associate
   1. Degree seeking students registered for credit.
   2. Completion of 32 passed credit hours at or above the 100 level. Students will sit for the examination during the first semester in which they become eligible in terms of passed credit hours.

3. Waivers

A. Baccalaureate and Associate degree seeking students may be exempted from the proficiency examination requirement bymeeting the following conditions.
   1) Earn a Composite score of 24 or higher on the ACT; OR
   2) Earn a verbal-mathematics score of 1250 or higher on the SAT; OR
   3) Meet the ACT College Readiness Benchmarks established for each of the equivalent sub-scores including; OR
      a. Reading - 22
      b. English - 18
      c. Mathematics - 22
      d. Science Reasoning - 23

   4) Earn an Associates or Bachelor's degree from a regionally accredited postsecondary institution in the United States;

B. To be eligible for the exemption, student ACT/SAT scores must be obtained prior to their first semester of postsecondary enrollment, either within or external to the Regental system

4. Deferments
Students who meet the eligibility requirements but, due to extenuating circumstances, are unable to sit for the examination may petition the Vice President for Academic Affairs for a deferment prior to the test date or no later than the final day of the semester in which the examination should have been taken. Students granted deferments will sit for the examination during the next administration following the end of the deferment.

5. Consequences of Noncompliance
Failure to sit for the examination as scheduled, whether initially or following a deferment, will result in denial of subsequent registration at all regental institutions. Students who have been denied registration due to failure to take the proficiency examination may apply for readmission after two academic terms (fall, spring, or summer). If readmitted, they must sit for the examination during the next administration. Failure to do so will result in immediate administrative withdrawal.

6. Retesting
Students are required to perform satisfactorily on all components of the examination. Students failing to achieve the minimum proficiency level on one or more of the components will be allowed the opportunity to retest. Students failing to test satisfactorily in the fall must retest no later than the following fall's administration, and students failing in the spring must retest no later than the following spring's administration. In the interim, students may continue to enroll in courses.

When first sitting for the examination, students must take the examination as a whole. When retesting, however, students will take only those components on which a satisfactory score was not achieved. Students who must retest on one or more components may retake each one up to two times within the time frame allowed as outlined above. All retests must be taken during the regularly scheduled test administration periods in the fall and spring.

As preparation for retesting, students are required to develop, in collaboration with the development plan advisor, a development plan for remediation to be completed within one year.

7. Appeals for Certification of Proficiency by Alternate Methods
Students failing to achieve the minimum satisfactory proficiency level as provided in section 6 above may appeal to an institutional review panel for certification of proficiency using alternate methods. Such certifications must be confirmed by the senior administrator of the Board of Regents.

8. Unsatisfactory Performance on the Retest
Students who do not achieve the minimum satisfactory proficiency level on the retest will be denied subsequent registration at all regental institutions. Application for readmission will be contingent upon satisfactory performance on the proficiency examination. Students may arrange for retesting during any subsequent administration of the examination. Students may apply to retest at any regental institution. Students who perform satisfactorily on the retest will be allowed to register for the next term.

9. Transfer Students

Transfer students are subject to and must meet the proficiency examination requirements. Transfer students within the South Dakota Unified System of Higher Education are subject to the policy as outlined above. For students who have been denied registration due to failure to take the proficiency examination, applications for readmission will be filed with and resolved by the receiving institution.

10. Proficiency Examination Fees

Each university is authorized to charge students fees to cover the cost of retesting.

11. Reasonable Accommodations

Each institution shall give students prior notice that it will provide reasonable accommodations for test takers in keeping with institutional practices implementing the South Dakota Human Relations Act of 1972, the Rehabilitation Act of 1973, and the Americans with Disabilities Act. (Refer to Board of Regents Policy 1:19.)

12. Classes Missed During Test Administration

Participation in the proficiency examination as scheduled constitutes a university excused absence. The university will supply each student with a notice to that effect. Students required to participate in the proficiency examination process may not be penalized in either their courses or in official university activities. Students required to participate in the proficiency examination will be allowed to make up any class events, including quizzes and exams, given during their absence. Students must be assured equity by being given make up exams, quizzes/assignments of equivalent content and expectations and within a reasonable time of the excused absence.

General Education Course Requirements/Proficiency Testing

All students must complete 30 hours of system-wide general education courses in their first 64 credit hours.

The following 18 credit hours of the System General Education Requirements must be completed in the first 48 credit hours. Completion of these courses prepares students for the proficiency exams.

Board of Regent Requirements		**DSU Courses**	
Written Communications	3 cr.	ENGL 101 Composition I HON 101 Composition I	3 cr.
Mathematics	3 cr.	MATH 102 College Algebra MATH 103 Quantitative Literacy MATH 104 Finite Mathematics MATH 115 Precalculus MATH 120 - Trigonometry MATH 121 Survey of Calculus MATH 123 Calculus I MATH 125 Calculus II MATH 201 Introduction to Discrete Mathematics MATH 225 Calculus III MATH 281 Introduction to Statistics	3 cr.
Oral Communication	3 cr.	SPCM 101 Fundamentals of Speech SPCM 215 Public Speaking SPCM 222 Argumentation and Debate	
Natural Sciences	3 cr.	A&S 121 Science: The Core of Discovery I BIOL 101 Biology Survey I BIOL 103 Biology Survey II BIOL 151 - General Biology I BIOL 165 General Zoology BIOL 201 General Botany CHEM 106 Chemistry Survey CHEM 108 Organic and Biochemistry CHEM 112 General Chemistry I CHEM 114 General Chemistry II GEOG 132 Physical Geography Natural Landscapes PHYS 111 Introduction to Physics I PHYS 113 Introduction to Physics II PHYS 211 University Physics I PHYS 213 University Physics II	3 cr.

Social Sciences	3 cr.	ANTH 210 Cultural Anthropology	3 cr.
		ECON 201 Principles of Microeconomics	
		ECON 202 Principles of Macroeconomics	
		EPSY 210 Lifespan Development	
		GEOG 101 Introduction to Geography	
		GEOG 200 Introduction to Human Geography	
		HIST 151 United States History I	
		HIST 152 United States History II	
		HIST 256 World History	
		INED 211 South Dakota American Indian Culture and Education	
		POLS 100 American Government	
		POLS 210 State and Local Government	
		PSYC 101 General Psychology	
		SOC 100 Introduction to Sociology	
		SOC 150 Social Problems	
		SOC 240 The Sociology of Rural America	
		SOC 285 Society and Technology	
Arts and Humanities	3 cr.	ART 111 Drawing I]	3 cr.
		ART 121 Design I 2D	
		ART 123 Three Dimensional Design	
		ARTH 100 Art Appreciation	
		ARTH 211 History of World Art I	
		ARTH 212 History of World Art II	
		ARTH 231 Survey: Art, Music, & Theatre	
		ENGL 210 Introduction to Literature	
		ENGL 211 World Literature I	
		ENGL 212 World Literature II	
		ENGL 221 British Literature I	
		ENGL 222 British Literature II	
		ENGL 241 American Literature I	
		ENGL 242 American Literature II	
		ENGL 268 Literature	
		FREN 101 Introductory French I	
		FREN 102 Introductory French II	
		FREN 201 Intermediate French I	
		FREN 202 Intermediate French II	
		HIST 121 Western Civilization I	
		HIST 122 Western Civilization II	
		LAKL 101 Introductory Lakota I	
		LAKL 102 Introductory Lakota II	
		MUS 100 Music Appreciation	
		PHIL 100 Introduction to Philosophy	
		PHIL 200 Introduction to Logic	
		SPAN 101 Introductory Spanish I	
		SPAN 102 Introductory Spanish II	
		SPAN 201 Intermediate Spanish I	
		SPAN 202 Intermediate Spanish II	
		THEA 100 Introduction to Theatre	
		THEA 131 Introduction to Acting	
		THEA 200 Theatre History	
		THEA 201 Film Appreciation	

Students in the Health Information Management and Respiratory Care programs should follow the recommendation of their advisor or the program director when planning their schedules.

Major Field Assessment

All students enrolled in associate and baccalaureate degree programs and teacher certification programs are required to participate in major field assessment. Students who have not participated in the major field assessment will not graduate.

Major field assessment activities will be completed during the fall and spring semesters.

Candidates for graduation from teacher education programs will complete their major field assessment in education during the semester of student teaching.

Class Attendance

A student is expected to be present for all scheduled class sessions. If a class is missed, it is the student's responsibility to make up any assignments/projects for those missed classes. Students who are on academic probation must have 100% class attendance. Students on academic probation who fail to maintain 100% class attendance will be administratively suspended from the university.

A student who participates in an off-campus event sponsored by the institution (including, but not limited to, athletic events and club-sponsored trips) is expected to speak with his/her instructors prior to his/her class absence. The student is responsible for all material covered in class during his/her absence, as well as assignments given out during missed classes and assignments due during travel.

Final Exams

All courses must have a final examination activity. To determine your final exam schedule: find the final exam schedule on the DSU website and the time slot that corresponds with the weekly schedule for a class. The final for that class will be given in that time slot. PLEASE NOTE: Courses delivered other than face to face may schedule their final evaluation activity during the last, regularly scheduled class period or during finals week at the regular class time. Check the class syllabus to verify the time of the final exam.

The Vice President for Academic Affairs prepares the fall and spring final week schedule. The most current exam schedule is available to students in the semester schedule or through Enrollment Services on-line at www.dsu.edu/academics/academic-calendar.aspx

No student will be required to participate in more than three evaluative activities on any one day of the final week. Permission to reschedule a final evaluative activity should be sought before mid-semester if at all possible. The student, after consulting with his or her advisor, should petition the dean(s) responsible for the course to be changed by completing the "Request to Change Final Week Schedule" form which is available in the college offices or online at www.dsu.edu/academics/forms.aspx. The dean(s) will coordinate and approve the necessary rescheduling.

Any changes or deviations in the schedule for an individual student must have advance approval of the dean in whose college the course is taught.

Grading Policy

The following letter symbols indicate the quality of student academic achievement:

A - Exceptional; 4.00 grade points per semester hour

B - Above Average; 3.00 grade points per semester hour

C - Average; 2.00 grade points per semester hour

D - Lowest Passing Grade; 1.00 grade points per semester hour

F - Failure; 0.00 grade points per semester hour

S - Satisfactory; does not calculate into any GPA

U - Unsatisfactory; does not calculate into any GPA

RI - Incomplete (Remedial); does not calculate into any GPA

RS - Satisfactory (Remedial); does not calculate into any GPA

RU - Unsatisfactory (Remedial); does not calculate into any GPA

Remedial grades (RI, RS, RU) may be granted only for courses numbered 001-099.
A Satisfactory/Unsatisfactory (S/U) grade may be granted only when the entire course requires the S/U grade or the student has elected the S/U option on or prior to the census date of the term.
A satisfactory progress (SP) grade may be granted only for students enrolled in MATH 095. If the grade of SP is awarded the following conditions apply:

a) The grade is an alternative to RS and RU.

b) The student must have made satisfactory progress during the course but the student did not develop mastery of all

the required content. If the student successfully mastered the materials, the grade of RS should be assigned. If

progress was not made, the grade of RU should be assigned.

W - Withdrawal; does not calculate into any GPA, no credit granted

A grade of withdrawal (W) may be assigned only six times during a student's undergraduate career. If the student drops additional classes, a grade of failure (F) will be assigned. This limit will being with the fall semester of 2015. Withdrawal grades assigned to continuously enrolled students prior to this term will be counted against the limit. This limit does not include "W" grades assigned if a student withdraws from all classes in a given term. The campus chief academic officer may make exceptions to this requirement in those cases where there are unique factors.

SP - Satisfactory Progress; does not calculate into any GPA

A satisfactory progress (SP) grade may be granted only for students enrolled in MATH 095. If the grade of SP is awarded the following conditions apply:

a. The grade is an alternative to RS and RU.

b. The student must have made satisfactory progress during the course but the student did not develop mastery of all the required content. If the student successfully mastered the materials, the grade of RS should be assigned. If progress was not made, the grade of RU should be assigned.

AU - Audit; does not calculate into any GPA

An audit (AU) grade may be granted only when the student has elected the AU option on or prior to the census date of the term

I - Incomplete; does not calculate into any GPA;

An incomplete (I) grade may be granted only when all of the following conditions apply:

a. A student has encountered extenuating circumstances that do not permit him/her to complete the course.
b. The student must be earning a passing grade at the time the Incomplete is necessitated. Anticipated course failure is not a justification for an incomplete.
c. The student does not have to repeat the course to meet the requirements.
d. The instructor must agree to grant an incomplete grade.
e. The instructor and student must agree on a plan to complete the coursework.
f. The coursework must be completed within one semester; extensions may be granted by the Vice President for Academic Affairs.
g. If the student completes the course within the specified time, the grades that may be assigned are A, B, C, D, F, S, RS, RU or U.
h. If the student does not complete the course within the specified time, the grade assigned will be F (Failure), U (Unsatisfactory) or RU (Remedial Unsatisfactory) if the student had requested S/U within the time specified in BOR policy 2:6.9.

IP - In Progress; does not calculate into any GPA;

An in progress (IP) grade may be granted only when all of the following conditions apply:

a. The requirements for the course (for every student enrolled in the course extend beyond the current term.
b. The extension beyond the current term must be defined before the class begins.
c. The instructor must request permission to award IP grades for a course from their department Head and Dean, and then approval must be obtained from the Vice President for Academic Affairs.
d. A definite date for completion of the course must be established in the course syllabus.

EX - Credit by Exam; does not calculate into any GPA

An examination for credit (EX) grade may be granted only for non-course credit validation obtained through a validation process. This grade is not used for any Regental university course.

CR - Credit; does not calculate into any GPA

A credit (CR) grade may be granted only for non-course credit that is not related to an examination or to equating transfer grades to the BOR grading system. This grade is not used for any Regental university course.

TR - Transcripted; does not calculate into any GPA, no credit granted

LR - Lab grade linked to Recitation Grade; 0 credit course

NG - No grade - used for registration tracking courses

A grade of NG will be used only with those course sections that are designated as Tracking/Program Sustaining (Q) and those that are assigned the code for Master's Research Problems/Projects Sustaining, Thesis Sustaining, or Dissertation Sustaining (U).

NR - Grade not reported by instructor; does not calculate into any GPA

* - Academic Amnesty; does not calculate in any GPA, no credit given

Grade Point Average Definition

The following grade point averages are calculated each academic term (Fall, Spring, Summer).

Institutional GPA - based on credits earned at a specific Regental university. Utilized to determine if degree requirements have been met and to determine Honors Designation at graduation.

System Term GPA - based on credits earned at any of the six Regental universities within a given academic term (Fall, Spring, Summer). Utilized to determine minimum progression status.

Transfer GPA - based on credits earned and officially transferred from an accredited college or university outside the Regental system. When a letter grade that normally calculates into the grade point average exists for a non-academic course (e.g. credit earned via examination), if will be included in the transfer GPA.

Cumulative GPA - based on all credits earned by the student (transfer credit plus system credit). Utilized to determine minimum progression status and to determine if degree requirements have been met and to determine Honors Designation at graduation

When a course has been repeated for credit, all attempts will be entered on the transcript but the last grade earned will be used in the calculation of the cumulative grade point average.

Grade Point Average

Any course in which a grade of A, B, C, D, or F is earned is used to calculate the grade point average. Each grade is worth a specific number of honor points: A=4, B=3, C=2, D=1, F=0. The number of honor points earned for each class is computed by multiplying the points given for the letter grade by the hours of credit in the course. The total number of honor points earned is then divided by the total number of credit hours attempted (includes only those classes in which grades of A, B, C, D, F were earned). The result is the cumulative grade point average.

Example:

Grade	Hours in Course	Total Honor Points
A (4)	3	12
B (3)	3	9
C (2)	3	6
D (1)	3	3
F (0)	3	0

Total hours attempted = 15 Total honor points earned = 30

30/15 = 2.000 grade point average

Grade Reports

Final grades will be reported for all students. Final grades are available to students on-line, generally one week after the end of the semester. Each student receives information on how to access his/her grades in the mail prior to the end of their first semester at DSU. That access information remains current as long as the student is enrolled at any Regental institution. Students needing a record for employer reimbursement can print the unofficial transcript online.

Repeating a Course

A student may repeat any course to improve the course grade. A student is allowed a total of 3 takes for undergraduate courses (001-499) for which credit is counted toward graduation once. The student must petition the Vice President for Academic Affairs for permission to take an undergraduate course more than 3 times. The Audit (AU) grade is the only grade that does not count as a take of a course. All other grades, including a withdrawal (W) count as a take of a course. (see BOR Policy 2:4) All completed courses remain on the student's transcript but only the last grade earned will be counted in the cumulative grade point average. (see BOR Policy 2:5-11). Please refer to BOR Policy 2:8 and BOR Policy 2:10 for additional information on grade point average calculations, academic amnesty and repeated enrollment in the same course.

Independent Study

Students interested in independent study must obtain permission to register for independent study coursework from the dean's office. A syllabus for that particular offering must be approved by the dean of the college prior to the scheduled beginning of the offering.

Military Credit

(See Non-Traditional Learning Credit)

Grade Appeal Process

It is the obligation of each instructor to inform students at the beginning of each course of the objectives, requirements, performance standards and evaluation procedures for the course. This information should be in writing and incorporated into the current syllabus for the course. (See Academic Integrity policy for issues dealing with academic dishonesty.)

If a student believes that the final grade assigned in a course was inappropriate, he/ she may appeal that grade by filing a formal grade appeal within 15 days of the start of the next academic session.* Appropriate grounds for a grade appeal include:

1. Assignment of a grade on some basis other than the student's performance and participation in the course, or
2. Evaluation of his/her work, using more stringent or demanding criteria than were applied to other students in the class, or
3. A major departure from the instructor's published or announced standards for assigning grades.

* Academic sessions include fall, spring and summer terms. Students who wish to challenge an action taken in a spring term must bring their challenge during the immediately following summer term if they enroll during summer; otherwise, they may bring their challenge in the following fall term.

To begin the appeal process, the student should detail his/her concerns in writing to the instructor and should request a meeting with the instructor to discuss the matter. The official Grade Appeal Form (found on the DSU web site or at the college office) should accompany the student's letter to the instructor. This meeting between the instructor and the student should be scheduled as soon as possible after the written notice is received. It may be conducted in person, by phone, or via e-mail. The instructor should provide his/ her decision on the grade appeal to the student within two weeks of student's letter to the instructor. The instructor's decision should be provided in writing to the student and should be accompanied by the official Grade Appeal Form.

If the student feels the issue has not been resolved, he/she may ask the dean of the college offering the course to act as a mediator. This request for mediation must be made in writing to the dean within two weeks of the student's notification by the instructor. The student's written request for mediation should include copies of the original documentation provided to the instructor by the student, the signed Grade Appeal Form, the student's written notification from the instructor, and any additional pertinent information.

The dean's role in the grade appeal process is to mediate the matter in consultation with the instructor and the student. This mediation should occur as soon as possible after the written notice is received. The dean should summarize the outcome of this mediation for the student and the instructor within two weeks of the student's written request to the dean. The dean's summary should be provided in writing to the student and the instructor and should be accompanied by the official Grade Appeal Form.

If the student feels the issue has not been resolved, he/she may ask the Vice President for Academic Affairs to refer the issue to a review committee. This request must be made in writing to the Vice President of Academic Affairs within two weeks of the student's notification by the dean. The student's written request for review should include copies of the original documentation provided to the instructor by the student, the signed Grade Appeal Form, the student's written notification from the instructor, the student's request to the dean and the dean's notification to the student and the instructor. The Vice President of Academic Affairs should appoint a committee of three faculty members and two students to review the appeal and make a recommendation for resolution of the issue to the Vice President for Academic Affairs. The committee should reach a decision within two weeks of notification appointment. This decision should be provided in writing to the student and the instructor by the Vice President for Academic Affairs within 1 week of receipt from the committee.

Grade Deletion (Academic Amnesty)

It is the policy of Dakota State University to allow qualifying students to remove coursework from the calculation of their grade point averages (GPA) according to the following process if the student:

1. Is an undergraduate, full-time or part-time, degree-seeking student at one of the universities in the South Dakota Regental system.
2. Has not been enrolled in any post secondary institution for a minimum of three consecutive terms including only Fall and/or Spring terms prior to the most recent admission to the home institution. Exceptions may be granted in rare cases only by the Board of Regents Vice President for Academic Affairs upon recommendation by the Vice President for Academic Affairs.
3. Has completed a minimum of 24 graded credit hours taken at any Regental university with a minimum grade point average of 2.0 for the 24 credit hours after the most recent admission to the home institution.
4. Has not earned a baccalaureate degree from any university.
5. Has not been granted any prior academic amnesty at any Regental university.
6. Has submitted a formal Academic Amnesty Petition at his/her home university following the procedures established by that university.

Academic amnesty does not apply to individual courses. Academic amnesty may be requested for either: a) all previous post-secondary education courses or b) all previous post-secondary education course at a specific post secondary institution or c) a specified time period not to exceed one academic year (Fall/Spring) completed at any post-secondary institution(s). If academic amnesty is granted, it shall not be rescinded.

Courses for which academic amnesty is granted will:

- Remain on the student's permanent record
- Be recorded on the student's undergraduate transcript with the original grade followed by an asterisk (*).
- Not be included in the calculation of the student's grade point average because no credit is given.
- Not be used to satisfy any of the graduation requirements of the current degree program.

Academic amnesty decisions will be made by the student's home institution and will be honored by all programs within the home institution, and will be honored by all other institutions within the South Dakota Regental system. Universities outside of the South Dakota Regental system are not bound by the academic amnesty decisions made by the South Dakota Regental system. Regental graduate programs and graduate professional schools may consider all previous undergraduate course work when making admission decisions.

Students considering academic amnesty are urged to discuss the process with their advisers. Students applying for academic amnesty under this policy must complete the "Grade Deletion Application" form, located in the College office, or online at www.dsu.edu/academics/forms.aspx , which requires the student's signature as well as the signature of the student's adviser. The form is then submitted to the DSU Registrar for review. The student and academic advisor are notified of the outcome by the Registrar.

Transfer Credits

Academic courses completed for credit at institutions accredited by a regional association are acceptable for transfer.

1. Academic courses will be transferred as meeting graduation requirements if the courses parallel the scope and depth requirements for the degree or if the courses meet electives required for the degree. Credit will not be given for duplication of courses.

2. For the purposes of this policy, an accredited institution is a United States institution holding accreditation from a regional or national institutional accrediting agency recognized by the US Department of Education.

3. Undergraduate courses considered for transfer are subject to all BOR policies and any conditions for validation that may be prescribed by the accepting institution. When a university evaluates and accepts the transfer of undergraduate credit under the provisions of this policy these courses will be recorded and equivalencies granted using the following guidelines:
   A. If there are specific undergraduate courses at the university evaluating the credit, these specific courses should be used when granting equivalencies.
   B. If the academic discipline is available at the university evaluating the credit, but there is no discipline equivalent course, use the discipline prefix and the appropriate course level (100 for Freshman, 200 for Sophomore, 300 for Junior and 400 for Senior).
   C. If the academic discipline is not available at the university evaluating the credit, use the GEN prefix and the appropriate course level (100 for Freshman, 200 for Sophomore, 300 for Junior and 400 for Senior).

4. Undergraduate transfer of academic courses received from accredited United States colleges and universities.
   A. All undergraduate transfer courses and all transfer grades (whether the grades are passing or not passing) must be recorded and an equivalency specified by the Regental university, calculated into grade point averages according to the Regental grade scheme, and recorded on the student's academic transcript.
   B. Remedial courses (as identified on the sending institution's transcript) received in transfer are recorded, transcripted, and assigned an equivalency at the receiving university but do not calculate into grade point averages.
   C. Transfer grades not existing in the Regental grading scheme will be equated to the Regental grading system. (Refer to BOR 2:10, Use of Grade Point Averages).

D. In any subsequent evaluation, equivalencies for system common courses and system general education courses will not be changed. Equivalencies for unique courses may be changed. In subsequent evaluations, grades previously recorded cannot be changed.

E. The university-specific degree requirements determine if the courses transferred are applicable to the student's degree program at that university and if they meet the minimum grade criteria.

F. Orientation, Life Experience, General Educational Development Tests, and high school level courses are not recorded as transfer credit nor are they granted equivalent credit.

1) High school courses for which students received college credit will not be entered as transfer credit, or given equivalent credit, unless validated by and Advanced Placement or CLEP score that meets Board of Regents guidelines for acceptance of credit. The college credit is granted by a university with which the Board has a dual credit agreement or the college credit is granted by an institution accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP).

5. Undergraduate transfer of technical courses received from accredited United States colleges and universities

A. University discretion is permitted in acceptance of courses. Courses considered for transfer are subject to all BOR policies and any conditions for validation that may be prescribed by the accepting institution.

B. When the courses are accepted for transfer, equivalent courses are recorded on the transcript but the grade earned at the technical institute is not recorded or calculated into the grade point averages.

C. In any subsequent evaluation, equivalencies for system common courses and system general education courses will not be changed. Equivalencies for unique courses may be changed, re-evaluated, or inactivated. Additional equivalencies may be added and evaluated.

D. The university-specific degree requirements determine if the courses transferred are applicable to the student's degree program at that university and if they meet the minimum grade criteria.

6. Graduate transfer courses received from accredited United States colleges and universities

A. All graduate transfer courses and transfer grades judged to be acceptable by the evaluating university, are recorded and evaluated by the Regental university, calculated into grade point averages according to the Regental grade scheme, and recorded on the student's academic transcript.

B. If transfer credits are judged acceptable; these courses will be recorded, and equivalencies granted, using the following guidelines:

1. If there are specific equivalent graduate courses at the university evaluating the credit, these specific courses should be used when granting equivalencies.

2. If there are no equivalent graduate courses at the university evaluating the credit, these courses will be recorded, and equivalencies granted, using the following guidelines:

    a. If the academic discipline is available at the university evaluating the credit, but there is no discipline equivalent course, use the discipline prefix and the appropriate course level (500/600 for masters programs and 700/800 for doctoral programs).

    b. If the academic discipline in not available at the university evaluating the credit, use the GEN prefix and the appropriate course level (500/600 for masters programs and 700/800 for doctoral programs).

C. Transfer grades not existing in the Regental grading scheme will be equated to the Regental grading system.

D. In subsequent evaluation, all equivalencies may be re-evaluated, inactivated, or changed. Additional equivalencies may be added and evaluated. In subsequent evaluations, grades previously recorded cannot be changed.

E. The university-specific plan of study requirements determine if the courses transferred are applicable to the student's degree program at that university and if they meet the minimum grade criteria.

7. Transfer courses received from accredited post-secondary technical institutes

A. An academic course is defined as a course that is equivalent to a Regental general education requirement at the 100 or 200 level.

B. A technical course is defined as a non-academic course that meets the technical program requirements for a diploma, certificate, or Associate of Applied Science degree.

C. South Dakota Technical Institutes

1. Transfer of academic courses from South Dakota post-secondary technical institutes is governed by BOR policies 2:25, 2:26, 2:27, 2:28, and 2:31.

    a. Transfer grades not existing in the Regental grading scheme will be equated to the Regental grading system.

    b. In any subsequent evaluation, equivalencies for system common courses and system general education courses will not be changed. Equivalencies for unique courses may be changed.

2. Academic courses taken under articulation agreements in effect between July 1, 1999 and June 30, 2005 will be transferred according to those agreements.

3. Effective Fall 2005, transfer of technical course credit hours from South Dakota post-secondary technical institutes only occurs as part of a program to program articulation agreement approved by the Board of Regents and South Dakota Board of Education.

    a. The transfer of technical course credit hours occurs as a block of credit hours upon completion of requirements for the university articulated program.

    b. The CR grade is used for the block of technical course credit hours.

D. Other Technical Institutes

1. University discretion is permitted in acceptance of academic courses. Academic courses considered for transfer are subject to all BOR policies and any conditions for validation that may be prescribed by the accepting institution.

    a. When the academic courses are accepted for transfer, equivalent courses are recorded on the transcript.

    b. In any subsequent evaluation, equivalencies for system common courses and system general education courses will not be changed. Equivalencies for unique courses may be changed, re-evaluated, or inactivated. Additional equivalencies may be added and evaluated.

    c. The university-specific degree requirements determine if the academic courses transferred are applicable to the student's degree program at that university and if they meet the minimum grade criteria.

2. Transfer of technical course credit hours from non South Dakota post-secondary technical institutes only occurs as part of a program to program articulation agreement approved by the Board of Regents.

    a. The transfer of technical course credit hours occurs as a block of credit hours upon completion of requirements for the university articulated program.

    b. The CR grade is used for the block of technical course credit hours.

8. Undergraduate and graduate credits received from United States colleges or universities that are not accredited.

    A. University discretion is permitted in acceptance of courses. Courses considered for transfer are subject to all BOR policies and any conditions for validation that may be prescribed by the accepting institution.

    B. When the courses are accepted for transfer, equivalent courses are recorded on the transcript but the grade earned at the non-accredited institution is not recorded or calculated into the grade point averages using the following guidelines:

        1. If there are specific equivalent courses at the university evaluating the credit, these specific courses should be used when granting equivalencies.

        2. If there are no equivalent courses at the university evaluating the credit, these courses will be recorded, and equivalencies granted, using the following guidelines:

            a. If the academic discipline is available at the university evaluating the credit, but there is no discipline equivalent course, use the discipline prefix and the appropriate course level (500/600 for masters' programs and 700/800 for doctoral programs).

            b. If the academic discipline is not available at the university evaluating the credit, use the GEN prefix and the appropriate course level (500/600 for masters' programs and 700/800 for doctoral programs).

    C. In any subsequent evaluation, equivalencies for system common courses and system general education courses will not be changed. Equivalencies for unique courses may be changed, re-evaluated, or inactivated. Additional equivalencies may be added and evaluated.

    D. The university-specific degree requirements determine if the courses transferred are applicable to the student's degree program at that university and if they meet the minimum grade criteria.

9. Courses submitted in transfer from post-secondary technical institutes that are not accredited will not be accepted.

10. Undergraduate and Graduate Courses from Post-secondary Institutions outside the United States

    A. Courses considered for transfer are subject to all BOR policies and any conditions for validation that may be prescribed by the accepting institution.

    B. When the courses are accepted for transfer, equivalent courses are recorded on the transcript but the grade earned at the sending institution is

not recorded or calculated into the grade point averages using the following guidelines:

1. If there are specific equivalent undergraduate or graduate courses at the university evaluating the credit, these specific courses should be used when granting equivalencies.

2. If there are no equivalent courses at the university evaluating the credit, these courses will be recorded, and equivalencies granted, using the following guidelines:

    a. If the academic discipline is available at the university evaluating the credit, but there is no discipline equivalent course, use the discipline prefix and the appropriate course level (500/600 for masters' programs and 700/800 for doctoral programs).

    b. If the academic discipline is not available at the university evaluating the credit, use the GEN prefix and the appropriate course level (500/6700 for masters' programs and 700/800 for doctoral programs).

C. In any subsequent evaluation, equivalencies for system common courses and system general education courses will not be changed. Equivalencies for unique courses may be changed, re-evaluated, or inactivated. Additional equivalencies may be added and evaluated.

D. The university-specific degree requirements determine if the courses transferred are applicable to the student's degree program at that university and if they meet the minimum grade criteria.

11. Credit Received Through Validation Methods

A. Credit earned through validation methods other than nationally recognized examinations is limited to a maximum of 30 hours of credit for baccalaureate degrees and 15 hours of credit for associate degrees.

    1. Validation of Military credit is limited to an additional 30 hours of credit for baccalaureate degrees and an additional 15 hours of credit for associate degrees.

B. Credit for college level courses granted through nationally recognized examinations such as CLEP, AP, DANTES, etc., will be evaluated and accepted for transfer if equivalent to Regental courses and the scores are consistent with Regental policies. Such credits are only valid if transcripted by a university within five years of the student taking the examination. Regental institutions shall honor credits from nationally recognized examinations transcripted to meet degree requirements at a non-Regental institution.

    1. If credit received through validation is applied as elective credit, it may only be applied at the 100 or 200 level.

2. Credit received through validation may apply to System General Education Requirements and Institutional Graduation Requirements.

3. Credit received through validation may not apply to writing intensive requirements.

C. When validation credits are accepted, equivalent courses are recorded on the transcript but are not calculated into the grade point averages.

D. In any subsequent evaluation, equivalencies for system common courses and system general education courses will not be changed. Equivalencies for unique courses may be changed, re-evaluated, or inactivated. Additional equivalencies may be added and evaluated.

E. The university-specific degree requirements determine if the validation credits accepted also are applicable to the student's degree program at that university.

12. When a course has been repeated for credit, all attempts will be entered on the transcript but the last grade earned will be used in the calculation of the grade point averages.

13. Total transfer credit for work at a junior, community college (2 year), and/or two-year technical college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution. Students who have completed more than the acceptable semester hours of junior, community or technical college work may apply completed, transferable courses to specific course requirements and thereby may not be required to repeat the courses. The semester hours of credit for those additional courses may not be applied toward the minimum credit hours required for the degree.

14. System general education requirements successfully completed at the sending South Dakota Regental institution will be accepted towards meeting these requirements at the accepting South Dakota Regental institution. In any subsequent evaluation of any transfer or non course work, equivalencies for system common courses and system general education courses will not be changed.

15. Evaluations of courses will be made by the appropriate institutional officials at the time of admission by comparing descriptions, content, and level of courses completed with those at the accepting institution.

16. Each institution will develop and maintain a procedure for the appeal of transfer credit decisions.

17. A Regental internal transfer process occurs when an undergraduate course is used on a converted credit basis to meet graduate plan of study requirements at Regental universities or when graduate credit is used on a converted or actual credit basis to meet undergraduate degree requirements for a Regental accelerated program. Refer to BOR policy 2:8.3.A and 2:8.3.B.

Academic Advisement

The mission of DSU's academic advising program is to promote student success by providing formal and informal guidance to assist students in the development of meaningful educational plans, which are compatible with their life goals, empower students to accept responsibility for their own education and aid students professional development. Consistent with the commitment of DSU to personalize education, an academic advisor is assigned to each degree-seeking student.

Students with declared majors are assigned a faculty advisor who has been specifically designated to assist such students. New students are encouraged to meet with their advisors during the first four weeks of the first semester of study in order to get acquainted and discuss career and educational plans. Thereafter, students meet on a regular basis with their advisor to review midterm grades, assess progress and discuss pre-registration procedures for the next semester. The university encourages continual communication between faculty and students to enhance the advisement process. Each student is responsible for knowing and meeting degree and graduation requirements as listed in the appropriate catalog. More information on academic advising can be found in the online advising handbooks found on the DSU portal.

Americans with Disabilities

It is the policy of Dakota State University to comply with all federal and state requirements of the Americans with Disabilities Act, the Rehabilitation Act of 1973 and other similar statutes and regulations as promulgated federally and by the State of South Dakota. Dakota State University does not discriminate on the basis of disability in the employment activities. The Vice President for Business Administration has been designated to coordinate compliance with the non-discrimination requirements contained in Section 35.107 of the Department of Justice regulations. Information concerning the provisions of the Americans with Disabilities Act and the rights provided thereunder are available from the ADA Coordinator, Keith Bundy. (Telephone: 605-256-5121).

The university does not discriminate on the basis of disability in the admission process or in access to programs or activities. To this end, the university has formed a committee (ADA Educational Programs Committee) whose purpose is to help ensure individuals with disabilities have the full benefit of education programs offered by the university in compliance with the above laws. This policy is part of the university's total response to the Americans with Disabilities Act. (See DSU Policy 1-02-00)

Procedures:

1. An individual with a documented disability wishing academic accommodations to programs and/or services must contact the ADA Academic Coordinator, Keith Bundy, Lower Level of Trojan Center (Telephone: 605-256-5121). www.dsu.edu/student-life/disability-services/index.aspx.
   Documentation must be no older than three years from the date of application/request for program modifications. Documentation will consist of medical or other diagnostic documentation of disability or limitations.

2. A formal written application for consideration of an academic accommodation must be submitted along with professional documentation of the disability as soon as possible prior to the time the accommodation is needed. It is recommended that, when applicable, requests be filled on initial admission to the university. No action can be taken by the university until the formal application and documentation are provided. Upon receipt of the completed application, the ADA Academic Coordinator, together with a university consultant, will make decisions on requests for common learning and testing accommodations.In all other requests for accommodations, the chair of the ADA Educational Programs Committee will schedule a meeting of the ADA Educational Programs Committee for no later than ten working days after receipt of application. Each applicant will be handled and reviewed individually. The applicant will be notified in writing of the meeting place, date and time. The applicant may elect to attend the meeting if he/she so chooses.

    a. The purpose of the meeting with the ADA Educational Programs Committee is to discuss appropriate and reasonable accommodations to be recommended to the university administrator(s) responsible for effecting the accommodations. The committee, the applicant, and experts or advocates requested to be present by the committee or the applicant will discuss the request for accommodations and evaluation of documentation, if any, provided by a university consultant. The goal is to reach agreement on the type and extent of accommodations to give the student appropriate access to classroom information and tests that measure their knowledge without fundamentally altering the program. The resulting recommendations and minutes of the meeting will be forwarded to the vice president or designee for final approval and action. If the applicant elects not to meet with the committee, the committee makes recommendations based upon the applicant's written application, documentation, and other submitted material. The student is notified of the committee's decision by the chair.

    b. If the requested accommodations would result in a fundamental alteration of the service/program and/or requirements for the university, the committee will declare the need for further review of the request. The minutes of the meeting, without recommendations for accommodations, will be forwarded to the Vice President for Academic Affairs or his/her designee for further review and action. The Vice President for Academic Affairs or designee will make a final decision regarding program or service modifications and prepare a written statement to the student on the decision and the reason for the decision within ten (10) working days after receiving the minutes of the meeting. Copies of official minutes, letters of notification and all documents, including the original application, professional documentation, and related correspondence, will be filed with the ADA Academic Coordinator, declared personal and confidential, and thereafter communicated only to those who have a need to know, in accordance with the Family Rights and Privacy Act. Files will be maintained during the student's enrollment and destroyed three years after the individual's official affiliation with the university as a student.

3. The Vice President for Academic Affairs or his/her designee will notify faculty and/or other university personnel who will be responsible for implementing the accommodations within ten (10) working days of the decision so as to ensure that the accommodations are in place for the individual at the earliest possible time in a new semester or new setting. If the documentation received suggests an accommodation, DSU will implement the recommended accommodation until such time that it is determined by the ADA Educational Programs Committee that the academic program is altered by said accommodation. Faculty/university personnel are required to maintain the confidentiality of the process, to strictly adhere to the officially designated accommodations, to share any problems or concerns only with their administrator or the Vice President for Academic Affairs or his/her designee, and to support the student's full and equal participation in the program or service.

   The student will notify the ADA Academic Coordinator in the event that accommodation arrangements are not carried out in the recommended manner. Should individuals need additional accommodations, they may request a new meeting with the committee by contacting the ADA Academic Coordinator.

4. Faculty or other university personnel who are responsible for implementing accommodations for a student are encouraged to provide pertinent progress checks and make suggestions or address concerns regarding future services. Any formal evaluations must be submitted to the ADA Academic Coordinator for inclusion in the file within 10 working days of termination of the faculty's or other personnel's responsibility to that student. The ADA Academic Coordinator will examine all forms upon receipt and take any action deemed necessary, to include requesting another meeting of the committee.

5. The ADA Academic Coordinator will meet with all students served by this policy annually to determine if needs are being met. Individuals may be contacted to discuss their accommodations in more detail should it appear that adjustments or additional accommodations may be needed. A new meeting of the committee may be called and the process may be repeated beginning with step 2 above.

6. The decisions of the ADA Coordinator and/or ADA Educational Programs Committee and/or the Vice President for Academic Affairs may be appealed to the President within five (5) working days of receipt of the committee's recommendation. The President will provide a written response to the appeal within five (5) working days of receipt of the appeal. The President's decision may be appealed to the Office of Civil Rights, 10220 North Executive Hills Boulevard, 8th Floor, Kansas City, MO 64153-1367.

Appealing Academic or Administrative Decisions

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and university policy, student's academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. It is DSU's policy to allow students to appeal the decisions of faculty, administrative and staff members and of institutional committees. If a student believes that a decision made by any of these individuals

or committees was inappropriate or believes that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct, he/she may appeal that decision to the official who has supervisory responsibility for that individual or committee.

To begin the appeal process, the student should detail his/her concerns in writing to the appropriate official. This written statement should describe the specific act or acts which are the grounds for the appeal and should include all known information, relevant documents, names of any known witnesses, and relevant information, including a description of the appeal processes already exhausted relative to the decision.

If the student's complaint is against a vice president, the formal appeal should be directed to the President, the highest level of procedural review within the institution.

Computing Privileges

The use of computers and related technologies, including all hardware and software is a privilege. The University's CIO/Director of Computing Services is authorized to extend the access to the University's computing services and related hardware and software to members of the faculty and staff; members of the student body; participants in workshops, short courses and similar approved activities and projects; or members of an entity that has contracted for the use of DSU's computing resources.

Charges for the use of computing services may be accessed by the CIO/Director of Computing Services with the approval of the President (See DSU Policy 01-76-00 Facility Use and Rental and DSU Policy 03-62-00 Tablet repair Services/Replacement).

It is expected that all faculty, staff, students and campus guests will use any software (whether or not it is supplied by Dakota State University) only in accordance with license agreements and copyright provisions applicable to the specific software package.

All users of the University's computing environment must comply with all pertinent DSU and Board of Regents policies and local, state and federal laws. The use of DSU facilities by any individual whose sole purpose is to make a profit is prohibited, except as outlined in DSU Policy 01-76-00 Facility use and Rental.

Individuals who physically damage computer hardware and facilities are subject to University fines, sanctions and discipline, as appropriate and as detailed below. (See DSU Policy 03-62-00 Tablet Repair Services / Replacement.)

All persons who use computing facilities and services provided through Dakota State University must comply with the following rules:

1. Users will comply with all provisions of software copyrights.

2. Users will utilize computing, network and video-conferencing resources only for authorized administrative, educational, research or other scholarly activities, or a project approved by the CIO/Director of Computing Services.

3. Users will abide by University directives relative to consumption of bandwidth.

4. Users will abide by the EDUC OM Code - A Guide to the Ethical and Legal Use of Software for Members of the Academic Community, which has been adopted by Dakota State University. (http://net.educause.edu/ir/library/html/code.html)

5. Users will also abide by the "acceptable use" policy of any organization or agency whose network is accessed through the University's computing and communication environment.

6. Users will abide by more stringent rules imposed by DSU colleges, academic programs, courses, or groups.

Consequences of Unacceptable Behavior

Dakota State University will take appropriate disciplinary action against any employee, student or facility user who knowingly violates any provision of this policy. Such discipline shall not exempt the individual from applicable civil or criminal remedies available through federal or state judicial proceedings.

Dakota State University faculty, staff, students and facility users who learn of any misuse of computing facilities, hardware, software or related documentation, unauthorized information access, or inappropriate behavior should immediately notify the CIO/Director of Computing Services. The CIO/Director of Computing Services will take immediate steps to verify the facts associated with the reported misuse and ascertain the circumstances of the reported or observed incident.

Upon notification of the misuse, the CIO/Director of Computing Services may immediately suspend the computing privileges of any/all persons involved in the incident and a report of that suspension will be provided to the appropriate institutional vice president (as indicated below) with two (2) working days of the suspension action. Within seven (7) working days, the appropriate institutional vice president (as indicated below) must either initiate formal disciplinary proceedings or reinstate the computing privileges. The CIO/Director of Computing Services may ask other campus personnel for assistance in preparing a report of the misuse or suspected misuse to the appropriate institutional vice president.

Any formal disciplinary action will be taken following appropriate policies including, but not limited to, BOR Policy 3:4 Student Disciplinary Code, BOR Policy 4:14 Faculty Code of Professional Conduct, BOR Policy 1:17 Sexual Harassment and/or Administrative Rules of South Dakota, 55:01:12 Disciplinary Actions of Career Service Employees, and DSU Policy 03-22-00 Academic Integrity. The Director of Human Resources will be involved in discussions and decisions relative to formal disciplinary proceedings regarding actions of employees.

Additional notifications

- If the misuse or suspected misuse involves students or student services personnel, the CIO/Director of Computing Services shall also notify the Vice President for Student Affairs immediately.

- If the misuse or suspected misuse involves faculty or academic support staff, the CIO/Director of Computing Services should also notify the Vice President for Academic Affairs immediately.
- If the misuse or suspected misuse involves other campus staff, the CIO/Director of Computing Services should also notify the Director of Human Resources immediately.

Appeals

To appeal a disciplinary decision, students should refer to DSU Policy 03-30-00 Appealing Academic and Administrative Decision. Faculty/staff should refer to the Board of Regents polices on grievances: BOR Policy 4:7 (faculty), 4:8 (non-faculty exempt) or 4:9 (CSA).

Drug-Free Environment

It is the policy of Dakota State University to create and maintain a work and study environment that is free from the unlawful manufacture, distribution, possession, or use of controlled substances.

Sexual Harassment

All individuals at Dakota State University have the right to an environment free from sexual harassment. Sexual harassment is defined by the institution as unwelcome verbal or physical sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

Emergency School Closings

Emergency closing of the university due to weather, mechanical malfunction, or other unforeseen events will be announced by various means (Madison's local radio station KJAM (103.1 FM or 1390 AM), local Sioux Falls television stations, DSU website and portal and through the early alert emergency notification system).

Registration for Courses

Auditing a Course

All students are permitted to audit college courses without credit. Students interested only in personal gain and not interested in college credit may want to consider the audit option. However, tuition is assessed and course prerequisites are imposed for all audited courses. Students must indicate their intent to audit a course at the time of registration for that course. Auditors will not receive college credit nor will they be permitted to take examinations for the course audited. Change from audit to credit or credit to audit must be made no later than the end of the published late registration period. Courses for which the student is registered as an auditor will not be considered in the term total for determination of full time/part time status but will be considered in determining overload status.

Class Schedule Change (drop/add/withdrawals)

A student may request class schedule changes only during the scheduled drop/add period indicated in the academic calendar. A schedule change is official only after it has been confirmed on-line or by Enrollment Services or the Dean's office. Until notification is received, the instructor assumes the student is registered for the course.

Dropping a class - A student may drop a class and receive tuition and fee refund anytime during the officially drop/add period.

Withdrawing from a class - A student may withdraw from a class any time from the end of the official drop/add period until the date published as last day to withdraw in the academic calendar. Students who withdraw during this time period earn a "W" in the course. The "W" grade does not affect the student's grade point average. Students are not allowed to withdraw from specific classes after that time except under extenuating circumstances and only with the approval of the Vice President for Academic Affairs. Anticipated course failure does not constitute an extenuating circumstance. Students can withdraw from a class in several ways.

DSU main campus students: Contact the Dean's Office, Amissions and Records (605)256-5144, toll-free 1-888-378-9988 or use Drop Sections feature on WebAdvisor.

Students taking a DSU course, but degree-seeking at another institution: Contact your home university.

University Center students: Contact the University Center you are attending (Sioux Falls, Pierre or Rapid City).

Distance students: Contact Extended Programs at (605) 256-5049, toll-free 1-800-641-4309 or email dsuinfo@dsu.edu.

Graduate students: Contact DSU Graduate Office at (605) 256-5799, toll-free 1-888-378-9988 or email gradoffice@dsu.edu.

Withdrawing from the University - When a student withdraws from all their courses in any academic term, they also withdraw from the University. If a student is enrolled at more than one Board of Regents institution, the student must withdraw from all courses at all institutions. In order to initiate a student's withdrawal from the University and to notify all appropriate University offices of that withdrawal, students contact one of the following offices-

University Center students seeking a DSU major: Contact the University Center you are attending (Sioux Falls, Pierre or Rapid City).

Distance students seeking a DSU major: Contact Extended Programs at (605) 256-5049, toll-free 1-800-641-4309 or email dsuinfo@dsu.edu.,

DSU main campus students: Contact the Vice President of Student Affairs (second floor of Heston Hall); 605) 256-5124, toll-free 1-888-378-9988 or email Marie.Johnson@dsu.edu.

Graduate students: Contact DSU Graduate Office at (605) 256-5799, toll-free 1-888-378-9988 or email gradoffice@dsu.edu.

The effective date of withdrawal is the date the student initiates the withdrawal process officially, either verbally or in writing, with the appropriate office. Failure to officially withdraw will result in failing grades in all courses, forfeiture of any possible refund of charges, and will impact Federal financial aid eligibility. Additionally, a student is withdrawn from the University if classes have begun and the University has administratively suspended a student for reasons such as non-payment of tuition and fees, disciplinary sanctions, etc.

Late Registration - A student may register after the drop/add period only with approval of the instructor of the section that is closed. A student paying tuition and fees later than the established deadlines may be accessed a late payment fee. Late registration is possible through the published deadline on the academic calendar found in the university catalog and on the DSU web site.

NOTE: When the deadline to make changes to a class schedule falls on a Saturday, Sunday or holiday, students are encouraged to make those changes on-line using WebAdvisor. Students who prefer to make class schedule changes in person must deliver those changes to the Enrollment Services Office by the end of the work day that precedes the published date. THE ENROLLMENT SERVICES OFFICE WILL NOT ACCEPT CLASS SCHEDULE CHANGES AFTER THE PUBLISHED DEADLINE.

Only the most unusual circumstances warrant requests for class schedule changes after the published deadline. These must be requested, in writing by filling out the Petition For a Late Drop or Withdrawal form and must be approved by the Vice President for Academic Affairs.

Class Visitor Program

The Class Visitor Program is designed to provide citizens the opportunity to visit classes without the need to complete assignment or tests. Participants in this program will not be admitted to the university system and will not be enrolled in the class(es) visited. Participants purchase a class visitor pass for $100 per course to participate in the program. Anyone interested in this program should contact the Registrars office at 605-256-5144 or email dsu-registrar@dsu.edu.

Classification of Students

Students are classified according to the number of credit hours earned and posted to their academic record.

Freshman	29.99 or fewer semester hours
Sophomore	30 - 59.99 semester hours
Junior	60 - 89.99 semester hours
Senior	90 semester hours or above

Total credit hours are all hours earned at accredited institutions from which the university has received official transcripts in support of the student's transfer. These credits affect the student's classification, whether or not they pertain to the student's declared program.

Course Numbering System

Every course has a three or four letter prefix indicating the academic discipline and a three-digit number indicating the academic year in which the course is intended to be taken:

000 level courses	Pre-college, academic skills, special improvement (these are non-credit courses and do not apply toward graduation.)
100 level courses	Freshman-level courses
200 level courses	Sophomore-level courses
300 level courses	Junior-level courses
400 level courses	Senior-level courses (may be dual listed with 500-level graduate course)
500 level courses	Entry-level graduate courses (may be dual listed with 400-level undergraduate course and may include limited enrollments by undergraduates)
600 level courses	Graduate-level courses (undergraduate enrollment only by exception)
700 level courses	Graduate-level courses (graduate students only)
800 level courses	Doctoral and post-doctoral courses (doctoral and post-doctoral students only)

Enrollment Overload

Enrollment overloads must be approved by the dean of the college at their home institution in which the student is enrolled. The student's grade point average for the previous term is used as the minimum criteria for overload approval:

- 2.75 GPA to approve enrollment overload of 19 or 20 credit hours
- 3.00 GPA to approve enrollment overload of 21 or 22 credit hours

No student will be allowed to enroll in more than 22 credit hours in one academic term, except as authorized by the Vice President for Academic Affairs.

Full-time and Part-time Enrollment

Students who are enrolled in 12 or more credits are considered full-time students for calculation of financial aid and athletic eligibility. Courses for which the student is registered as an auditor will not be considered in the term total for determination of full-time/part-time status, but will be considered in determining overload status. Academic skill courses (000-level courses) do not count toward graduation or for determination of full-time/part-time status or athletic eligibility.

Registration Hold and Restrictions

A restriction is an administrative hold placed on your student record that could prevent you from receiving transcripts, registering for classes, or changing your class schedule. The hold is the result of a financial or administrative obligation to the university and will remain in place until the obligation is met. Holds will be released once restitution or compliance has been met at the appropriate office.

Registration Policies

No student will be allowed to attend a course unless officially registered, whether for college credit, as an auditor, or as a visitor by deadlines specified in the academic calendar. The academic calendar is published in the university catalog and on the DSU website.

All students not enrolled in the immediately preceding semester must make application to the university. An Application for Admission form is available from Enrollment Services or may be downloaded from the DSU website. Upon acceptance to the university, the student is eligible for registration. Specific instructions for registration are sent directly by the Director of Admissions to new students. Students registering through the mail, or on-line will be required to complete the same application and to submit the same support documentation required of on-campus registrants by follow-up correspondence.

Students are notified of the amount of tuition, fees and other charges prior to the beginning of each term. The Vice President for Administration notifies students as to payment deadlines and processes. Students failing to make payment by the published deadline will have their registration canceled. Students wanting their registration reinstated must have the permission of the Vice President for Academic Affairs. Registrations after the late registration period will not be accepted without the written approval of the Vice President for Academic Affairs.

Instructors have access to class rosters and final grade rosters. The Registrar requests instructors to notify the Registrar in writing of any student attending class but not listed on the class roster or of any student on the roster who is not attending, so that necessary action can be taken by the Registrar and the Vice President for Academic Affairs.

Fees and penalties may also be assessed to students for failure to meet payment deadlines.

Tuition, Fees, Other Costs

Tuition

Undergraduate Resident Tuition - $139.00 per credit hour
Undergraduate Non-Resident Tuition - $208.60 per credit hour
MN Reciprocity Undergraduate - $172.25 per credit hour - (subject to change)

Graduate Resident Tuition - $210.80 per credit hour
Graduate Non-Resident Tuition - $446.25 per credit hour
MN Reciprocity Graduate - $342.55 per credit hour - (subject to change)

Undergraduate Centers & Internet - $325.25
Graduate Centers & Internet - $431.25

Externally Supported - $40.00
Institutional Fees - Resident - $126.80 per credit hour
Institutional Fees - Non-Resident - $143.25 per credit hour

Other Fees (Where Appropriate)

Application Fee (undergraduate)	$20.00	*
Application Fee (graduate)	$35.00	
International Student Fee (Fall & Spring semesters)	$100.00	
Late Payment	$10.00 - $50.00	depending on balance due
Dept. Course Challenge (each)	$90.75	
Transcript (each)	$9.00	
Discipline Fees -		
BIOL, CHEM, PHYS	$20.00	per credit hour
CSC	$45.00	per credit hour
MATH, Fine Arts	$15.00	per credit hour
RESP	$50.00	per credit hour
Business Discipline (undergrad)	$28.65	per credit hour
Business Discipline (graduate)	$51.40	per credit hour
Internet Delivery Fee		
Operations & Network/Security (CSC courses and non-resident student)	$124.75	per credit hour
Level III Field Experience Yearlong		
Residency / Student Teaching (per semester)	$170.00	
Senior Student Teaching	$340.00	
Mobile Computing Fee (per semester)	$390.00	

Residence Hall (including telephone)

Double Occupancy	$1,640.55
Single Occupancy	$2,054.10
Triple Occupancy	$1,362.20
Apartment*	$1,984.85

Food Service

Dakota 150 and 125	$1,389.65
Big Blue	$1,737.90
Trojan Basic and Flex	$1,227.20
Trojan Advanced	$ 375.15
Trojan Univ. Apartments	$ 153.85

**Includes cable TV, telephone, and wireless internet*

The above tuition and fees are established by the Board of Regents and may be changed at any time without prior notification. Registration is not complete until all tuition and fees are paid in full. All fees, payments, and fines (including parking fees and fines) must be satisfied

before any student records will be released. For a full listing of tuition and fees see the schedule on the Board of Regents website at http://sdbor.edu/students/tuitionfees.htm.

* The application fee shall be assessed on a per institution basis for all initial applicants prior to attending any regental institution. The fee shall also be assessed on all applications to graduate schools. As identified in Board of Regents Policy 2:3, Section 3.E, any student returning to the institution or a student who is transferring from one regental institution to another shall not be assessed the application fee a second time.

Reciprocity Agreements

Minnesota Reciprocity Agreement

Minnesota residents shall be charged the rate established in the tuition reciprocity agreement between the South Dakota Board of Regents and the Minnesota Higher Education Coordinating Board. For further information on this exchange program, contact Enrollment Services.

Special Tuition Rates

In addition to the reciprocity agreements, the South Dakota Board of Regents and the South Dakota State Legislature have allowed special tuition rates for persons 65 years of age or older, graduate fellows and assistants, Reserve Officer Training Corps Cadets, military science courses, employee of the State of South Dakota, member of the SD National Guard, Veterans and others who performed war service, children and spouses of National Guardsmen disabled or deceased in line of duty, visually impaired person, children of residents who died during service in armed forces, dependents of prisoners or missing in action, certain elementary and secondary teachers and vocational instructors, survivors of certain fire fighters, certified law enforcement officers and emergency medical technicians, rehabilitation services' clients, and non-resident South Dakota National Guard members. (See Board of Regents Tuition and Fees Policy 5.5.1).

Responsibility for Payment

Payment of tuition, fees, and other charges owed to Dakota State University is the responsibility of the student. If a student fails to pay an amount owed by the established due date, the University will assess a late payment fee at the rate approved by the Board of Regents. Further, all accounts that the university is unable to collect will be submitted for collection and forwarded to a credit reporting bureau. The university will recover from the debtor all collection fees and attorney's fees that result from collection of an account.

A student who adds any class hours after the billing invoices are issued for the semester must pay for those class hours by the established payment deadline or within 5 working days of registering for the class(es), whichever is later. Billing invoices for fall semester will be issued in early August; billing invoices for spring semester will be issued in early December. The university will not send billing invoices for added class(es). It is the student's responsibility to ascertain the amount due and remit it to the university. If a student does not meet the deadlines above, late payment penalties will be added. Failure to attend class will not cancel the student's financial obligation to the university.

South Dakota Residency

To be classified as a South Dakota resident, a student must have been a resident of the state for at least 12 months immediately preceding the first scheduled day of classes of the semester or other session in which the individual registers in the Regents' system. To change his/her state of residence to South Dakota for tuition purposes, a student must make application and be granted South Dakota residency by DSU Enrollment Services. The request to change residency status may be obtained from Enrollment Services at DSU. The form can be found DSU's website. The request, along with all supporting documents, must be submitted to DSU Enrollment Services no later than the last day of late registration for the semester for which a student is applying for residency.

Physical presence in South Dakota for the predominant purpose of attending a university or other institution of higher learning does not count in determining the 12-month period of residence.

See BOR Policy 3:2 Resident and Nonresident Classification of Students.

Veteran Affairs Office

The Veteran Affairs Office at Room 11, Heston Hall has been established to provide information and assistance to students qualifying for Veterans Administration education benefits. Benefits provided by the VA include: monthly Education Assistance payments, tutorial assistance, educational loans, National Guard and Reservist Chapter Assistance and participation in the Veterans Education and Training Service Program. For more information visit the DSU Veteran Affairs Office homepage at www.dsu.edu/registrar/veteran-affairs.aspx

Voter Registration

As a citizen of the United States, you have the privilege to vote in county, state and national elections. As a part of the Higher Education Act of 1965, as amended in 1998, Congress directed schools receiving federal financial aid to assist students who have not yet registered to vote. To register to vote, as a South Dakota resident, you may obtain a voter registration form at the Secretary of State's web site http://sdsos.gov/default.aspx. If your home state is other than South Dakota, you may use the national form which is available at http://www.fec.gov/votregis/vr.shtml. To be eligible to vote in an election, the voter registration form must be received by the county Auditor fifteen days before an election.

Financial Aid

Financial Aid

Dakota State University makes every effort to help eligible students secure the finances needed to begin and complete their college education. The university provides financial aid assistance to qualifying students in the form of scholarships, grants, loans and work. In addition, all sources of student financial aid (agency, private, federal, state and institutional) are coordinated through the Financial Aid Office. Any funding in addition to the student and family contribution is considered financial aid and is processed through this DSU office.

For a complete listing of financial aid programs, policies, and alternative financing options, visit the Financial Aid Office or the DSU website. Application information, eligibility requirements, loan counseling, and links to current loan information can be accessed via the DSU website or the MyDSU portal. Eligibility is determined annually based on the results of the Free Application for Federal Student Aid (FAFSA), DSU scholarship application, student date of application and student financial aid satisfactory academic progress. Electronic applications for institutional, federal aid and other aid sources may be done through links found on the DSU website.

Professional staff are available to assist students in determining educational funding options and in understanding available programs. If students have a change in their family situation during the school year, they should contact the Financial Aid Office regarding special circumstance consideration.

In order to receive Federal student aid, the U.S. Department of Education requires that students maintain satisfactory academic progress toward the completion of their chosen degree. Federal student aid includes Pell Grants, Supplemental Educational Opportunity Grants (SEOG), TEACH Grants, Work Study, Perkins Loans, Subsidized and Unsubsidized Direct Stafford Loans, and PLUS Loans. Other Federal agencies may require students to maintain satisfactory academic progress for their aid programs as well. The academic record of all students will be monitored to ensure compliance with the requirements specified below. The academic record of those who have not received Federal student aid in the past may impact future eligibility. Failure to meet the following standards will result in suspension of eligibility for all types of Federal student aid.

An academic review takes place at the end of every spring semester, or the last semester attended. A student may be academically suspended as well as being suspended from receiving financial aid. Being reinstated academically does not guarantee financial aid reinstatement. The student must separately appeal the financial aid suspension as outlined in this policy.

Financial aid eligible certificate programs will be reviewed at the end of each semester since these are one-year programs.

Qualitative Measures (cumulative grade point average)

Undergraduate Students:

An undergraduate student must meet minimum academic progression standards as established by the South Dakota Board of Regents. These standards are based on the student's cumulative grade point average and system term grade point average. The system term grade point average is based on credits earned from the six Board of Regents universities during a given term. The cumulative grade point average includes all credits earned (transfer plus system credit) and recorded on a student's academic record. All remedial and audited coursework is excluded from this calculation. Making satisfactory academic progression is as follows:

1. A student with a cumulative grade point average of 2.0 or better is considered to be in good academic standing.
2. If a student's cumulative grade point average falls below 2.0 in any academic term (summer, fall, and spring), the student is placed on academic probation for the following term.
3. While on academic probation, the student must earn a system term grade point average of 2.0 or better.

4. When a student on academic probation achieves a cumulative grade point average of 2.0 or better, the student is returned to good academic standing.
5. A student on academic probation who fails to maintain a system term grade point average of 2.0 or better is placed on academic suspension for a minimum period of two academic terms.

A graduate student must meet all requirements listed above with a minimum grade point average of 3.0.

In order to maintain satisfactory progress toward the completion of their chosen degree, all students must successfully complete 67% of their cumulative attempted credit hours. Attempted credit hours include all hours that would appear on a student's academic transcript at the end of any given term, including withdrawals, incompletes, repeated courses, remedial coursework, transfer hours and hours attempted at any time when not receiving Federal student aid. Audited coursework is not included. Hours that are part of a successful academic amnesty appeal will be included. Successfully completed hours for both graduate and undergraduate students include grades of A, B, C, D and RS. A grade of EX for undergraduate students is also considered successful completion. All other grades would not be considered successful completion. Evaluation of this quantitative standard will be measured once per year, generally at the end of the spring term for students in good standing. Students on financial aid probation will be evaluated after each semester while on probation.

Maximum attempted Credit Hours

The U.S. Department of Education has established a limit on the number of credit hours a student can attempt and still remain eligible for Federal Student Aid. This limit is 150% of the credit hours needed to complete the degree for which the student is pursuing.

Only the certificate programs listed below are eligible for federal financial aid; all others, undergraduate and graduate, are not eligible for federal financial aid.

Type of Degree and Maximum Credit	Hours to Attempt
Certificate - Health Care Coding (34-hour program)	51
Teacher Certification (44-hour program)	66
Associate of Science (60-hour program)	90
Associate of Arts in General Studies (60-hour program)	90
Associate of Science in Health Information Technology (64-hour program)	96
Associate of Science in Respiratory Care (69-hour program)	104
Bachelor of Business Administration (120-hour program)	180
Bachelor of General Studies (120-hour program)	180
Bachelor of Science (120-hour program)	180
Bachelor of Science in Education (120-hour program)	180
BSE Elem Education/Special Education (140-hour program)	210
Bachelor of Science in Professional Accountancy (150-hour program)	225
Master of Science in Information Systems (30-hour program)	45
Master of Science in Health Informatics (33-hour program)	50
Master of Science in Info Assurance & Comp.Security (30-hour program)	45
Master of Science in Analytics (30-hour program)	45
Master of Science in Applied Computer Science 30-hour program)	45
Master of Science in Education in Educ. Technology (30-hour program)	45
Master of Business Admin. in General Management (36-hour program)	54
Doctor of Science in Information Systems (88-hour program)	132
Doctor of Science in Cyber Security (88-hour program)	132

Appeal of Financial Aid Suspension

Students who have had their eligibility for Federal student aid suspended may complete an appeal form to explain mitigating circumstances. There is no guarantee of approval of a financial aid appeal. Such appeals will be dealt with on a case-by-case basis. The Satisfactory Academic Progress Appeal Form is available in the DSU Financial Aid Office or on the MyDSU portal. To ensure a timely review, students must have submitted an appeal prior to the census date of the term for which they wish to receive aid. Based upon the circumstances of an approved appeal, the Appeal Committee reserves the right to place conditions which the student must meet in order to be considered for financial aid on a probationary basis for subsequent semesters.

Reinstatement of Financial Aid Eligibility

Students who have lost their Federal Aid eligibility, but have subsequently met the qualitative and/or quantitative standards as stated above, will have their aid eligibility reinstated. Reinstatement will be considered effective with the next term of attendance.

Withdrawal Process:

Class - A student may withdraw from a class any time from the end of the official drop/add period until the date published as last day to withdraw in the academic calendar. Students who withdraw during this time period earn a "W" in the course. The "W" grade does not affect the student's grade point average. Students are not allowed to withdraw from specific classes after that time except under extenuating circumstances and only with the approval of the Vice President for Academic Affairs. Anticipated course failure does not constitute an extenuating circumstance. Students can withdraw from a class in several ways-

DSU main campus: Contact your Dean's Office, Admissions & Records (605) 256-5144, toll-free 1-888-378-9988 or use Drop Sections feature on WebAdvisor

Students taking a DSU course, but degree-seeking at another institution: Contact your home university

University Center students: Contact the University Center you are attending (Sioux Falls, Pierre, Rapid City)

Distance students: Contact Extended Programs at (605) 256-5049, toll-free 1-800-641-4309 or email dsuinfo@dsu.edu

Graduate students: Contact DSU Graduate Office at (605) 256-5799, toll-free 1-888-378-9988 or email gradoffice@dsu.edu

University - When a student withdraws from all their courses in any academic term, they also withdraw from the University. If a student is enrolled at more than one Board of Regents institution, the student must withdraw from all courses at all institutions. In order to initiate a student's withdrawal from the University and to notify all appropriate University offices of that withdrawal, students contact one of the following offices-

DSU main campus: Contact the Vice President of Student Affairs Office at (605) 256-5124 or toll-free 1-888-378-9988 or email marie.johnson@dsu.edu

University Center students seeking a DSU major: Contact the University Center you are attending (Sioux Falls, Pierre, Rapid City)

Distance students seeking a DSU major: Contact Extended Programs at (605) 256-5049, toll-free 1-800-641-4309 or email dsuinfo@dsu.edu

Graduate students: Contact DSU Graduate Office at (605) 256-5799, toll-free 1-888-378-9988 or email gradoffice@dsu.edu.

The *effective date of withdrawal is the date the student initiates the withdrawal process officially*, either verbally or in writing, with the appropriate office. Failure to officially withdraw may result in failing grades, forfeiture of any possible refund of charges, and will impact Federal financial aid eligibility. Additionally, a student is withdrawn from the University if classes have begun and the University has administratively suspended a student for reasons such as non-payment of tuition and fees, disciplinary sanctions, etc.

Refund Policy:

Refunds for room are based on the percent of the enrollment period remaining after the date of withdrawal. Board refunds are based on the account balance as of the date of withdrawal. No refunds for room or board will be issued after 60% of the enrollment period has been completed.

Students who withdraw, drop out, or are expelled from the University within the drop/add period receive a 100% refund of tuition and related fees. The drop/add period is 10% of the number of calendar days between the first and last day of the class. Breaks of five or more days are not included when counting the total number of days but Saturdays, Sundays and holidays are.

Students who withdraw, drop out, or are expelled from the University after the 60% point of the enrollment period will receive no refund.

Students who withdraw, drop out, or are expelled from the University after the drop/add period and before 60% of the enrollment period has been completed will have a refund calculated on the percentage of the enrollment period remaining after the withdrawal date. The percentage is determined based on the date of withdrawal divided by the days in the enrollment period (minus breaks of 5 days or more). For example, if a student withdraws with 20% of the enrollment period completed, 80% of the tuition and fee charges will be refunded.

Students Who Do Not Receive Federal Title IV Financial Aid

The refund shall be determined by computing the percentage of the enrollment period remaining after the date of withdrawal times the tuition and fees originally assessed the student. At no time will refunds be awarded after the 60% point of the enrollment period.

Students Who Receive Federal Title IV Financial Aid (R2T4 Policy)

General Information: The U.S. Department of Education requires institutions to apply the Return to Title IV Funds policy for students withdrawing from a University who receive Title IV financial aid. Title IV funds include the following financial aid programs: Direct Stafford Loans, Direct PLUS Loans, Federal Perkins Loans, Federal Pell Grants, Iraq and Afghanistan Service Grants, TEACH Grants, Federal Supplemental Educational Opportunity Grants, and other Title IV assistance. The requirements for Title IV program funds when withdrawing are separate from the DSU refund policy. Therefore, the student may still owe funds to the school to cover unpaid institutional charges. DSU may also charge the student for any Title IV program funds that were required to be returned that were initially used to cover institutional charges.

A student who withdraws after the 60% point of a semester is entitled to retain all Title IV aid for that semester. However, if the student withdraws prior to the 60% point of the term, unearned Title IV funds as determined by the federal policy must be returned to the various programs. These funds must be returned even if the University provides no refund to the student. This means the student could owe the University and/or the U.S. Department of Education a significant amount of money.

Post Withdrawal Disbursement: If the student did not receive all of the funds that were earned prior to withdrawing, a post-withdrawal disbursement may be due. If the post-withdrawal disbursement includes loan funds, the student must give permission before the funds can be disbursed. DSU may automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges. Permission is required to use the post-withdrawal grant disbursement for all other school charges. Students will be notified of post-withdrawal disbursement eligibility within 30 days of the date of withdrawal determination.

Determining Earned Aid: Title IV financial aid is earned by the calendar day, not class day. This includes weekends, holidays, and breaks of less than five consecutive days. The University is required to determine the amount of Title IV aid the withdrawing student has earned and then either disburse any additional funds the student may be entitled to up to the amount earned, or return funds in excess of the amount earned which the student has already received. If an amount to be returned to a federal program is determined, then a further calculation is made to determine how much of the amount needs to be returned by the University and how much, if any, needs to be returned by the student.

For example: If $1,000 in federal aid is disbursed, and the student withdraws at the 30% point of the term, $700 of the aid is unearned and needs to be returned to the identified aid program.

Order of Aid to be Returned: The amount to be returned is distributed in a specified order - Unsubsidized Stafford Loan, Subsidized Stafford Loan, Perkins Loan, PLUS Loan, Pell Grant, SEOG, TEACH Grant, Iraq & Afghanistan Service Grant, other Title IV assistance, and last to the student.

Grant Overpayment: Any amount of unearned grant funds that the student must return is called an overpayment. The maximum amount of a grant overpayment the student must repay is half of the grant funds that were received or scheduled to receive. The student does not have to repay a grant overpayment if the original amount of the overpayment is $50 or less. Arrangements must be made with DSU or the Department of Education to return the unearned grant funds. The student will be notified of any grant overpayment within 30 days of the date the school determined the student withdrew.

Timeframe for Returning Title IV Aid: The Return of Title IV Funds calculation will occur as soon as possible but no later than 45 days after the date the University determined the student withdrew.

Notification to Student: Once the Return to Title IV Funds calculation has occurred, the DSU Business Office will notify the student of the results of the calculation, the aid that was returned, and any outstanding balance now due to the institution as a result. The University strongly encourages students and parents to consult with the Financial Aid Office to determine the financial impact of withdrawing before making a final decision.

Unofficial withdrawals (all failing unearned grades): Title IV aid recipients who fail to withdraw but stop attending class are considered unofficial withdrawals. Either the last day of academically related activity or mid-point of the term will be used to determine the amount of Title IV assistance that must be returned. If the student stopped attending prior to the 60% point of the term, the student will be billed for the outstanding charges as a result of the Return of Title IV funds. The last date of attendance for unofficial withdrawals is calculated within 30 days of determining the student was an unofficial withdrawal and the Return of Title IV funds is processed within 45 days.

Graduation Requirements and Procedures

Application for Graduation

Each candidate for graduation, including students completing coursework off-campus, must apply formally to the Registrar by the deadline specified in the academic calendar. Failure to meet the required deadline results in the degree confirmation at a later graduation date. Graduation application forms are available in the Office of Enrollment Services and on the MyDSU portal.

Minimum Graduation GPA Standards

To be awarded a baccalaureate degree, an associate degree or a certificate a student must at a minimum have a cumulative GPA of 2.0 or higher. With Board approval, additional requirements including more specific GPA requirements may be established for some programmatic offerings and these must be met.

Degree Residency Requirements

Philosophy and Rationale

Dakota State University has residency requirements for baccalaureate majors, minors and associate degrees in order to assess, test, and observe students' learning and acquisition of academic skills. This is necessary since, in granting a degree, DSU is certifying students' knowledge and skills to perspective employers, to other universities, and to concerned individuals (see BOR Policy 2:29).

Purpose:

1. Expose students to the knowledge, competencies, and experience deemed essential for degrees conferred by the institution.
2. Certify that students have met institutional standards.
3. Provide faculty with the basis to act as a reference for students seeking employment.

Definition of Credits in Residence

A credit in residence within the Board of Regents system is a course offered by any of the degree-granting Regental institutions at any approved site using any approved method of delivery.

An institutional credit is a credit offered by the degree granting institution and includes credits that are part of a formal collaborative agreement between that institution and another Regental institution.

Credit earned for college level courses by validation methods such as Credit by Exam, CLEP, AP, portfolio, etc. within the Regental system will not be considered "credits in residence."

Institutional Credit Requirements for Degree-Seeking Students

1. Minimum number of credit hours that must be earned from the institution granting the degree:
   a. Baccalaureate 30 hours
   b. Associate 15 hours
2. Number of the last credit hours earned preceding completion of the degree that must be earned from the institution granting the degree:
   a. Baccalaureate 15 of the last 30 hours
   b. Associate 8 of the last 15 hours
3. Minimum number of credit hours specified in the major or minor requirements that must be completed at the degree granting institution: 50 percent. However, this requirement may be waived for students enrolled in the set of majors offered at the system's Centers which include the established programs of study common courses offered by one of the other Regental universities. In addition, the Vice President for Academic Affairs may make exceptions to this requirement for individuals based on the student's prior learning experiences.
4. Degree seeking students may complete requirements for a minor at any Regental university that has been approved to grant that minor. This minor will be recorded on the transcript in conjunction with a degree/major at that university or a degree/major at any other Regental university. A minor will only be recorded on the transcript in conjunction with a degree and major.
5. Student course loan status is based on the number of credit hours for which a student is enrolled.

½ Time status	6 credit hours minimum
¾ Time status	9 credit hours minimum
Full Time status	12 or more credit hours
Overload status	19 or more credit hours

To be eligible for overload status, a student must have a 2.70 cumulative grade point average and approval by the Dean
of the student's division/college at the home institution.

Graduation Honors

Baccalaureate Degree

The institution granting the degree determines the Honors Designation for its graduates. To earn an Honors Designation at graduation the undergraduate student must meet both the following cumulative and institutional grade point averages:

Summa Cum Laude	equal to or greater than 3.9
Magna Cum Laude	equal to or greater than 3.7 and less than 3.9
Cum Laude	equal to or greater than 3.5 and less than 3.7

The undergraduate student must have completed a minimum of 60 credit hours at the institution granting the degree. Courses that are part of a formal collaborative agreement

among Regental universities are considered to be earned from the institution granting the degree. Also refer to BOR policies 2:29 and 2:10.9.

Associate Degree

The institution granting the degree determines the Honors Designation for its associate-level graduates. To earn an Honors Designation at graduation, an associate-level graduate must meet both the following cumulative and institutional grade point averages:

With highest honors	equal to or greater than 3.9
With high honors	equal to or greater than 3.7 and less than 3.9

An associate-level graduate must have completed a minimum of 30 credit hours at the institution granting the degree. Courses that are part of a formal collaborative agreement among Regental universities are considered to be earned from the institution granting the degree. Also refer to BOR policy 2:29.

Program Requirements

Students who are admitted to Dakota State University are required to declare a major in an academic discipline. Some degree programs require students to seek formal admission to the program. The criteria for program admission varies by program and is included with the program description in this catalog.

Candidates for graduation must successfully fulfill all program requirements. A baccalaureate degree requires completing at least 120 semester hours of credit - check program requirements in the catalog. An associate degree requires completion of the semester hours specified for that program. (See also residency requirements set by the Board of Regents for all graduates. BOR Policy 2:29)

A student must have earned both cumulative and major grade point averages of at least 2.00. Certain degree programs have higher grade point averages. (See program description for details.) Academic Skills (Pre-General Education) courses such as MATH 021 and ENGL 033 do not count toward graduation and are not calculated in hours completed or grade point average.

Returning DSU students, who did not graduate from DSU during their previous enrollment and who have interrupted their enrollment at any Regental university for more than two consecutive semesters are assigned the catalog in effect at the time of their re-enrollment as their catalog of graduation. For more information, see Returning Student section.

General Education Requirements

Programs

- General Education: Associate Degrees
- General Education: Baccalaureate Degrees

Course Delivery and Scheduling

At DSU, academic coursework challenges a student beyond listening well, taking good notes, and preparing for examinations. The faculty at DSU uses current technology to communicate information, to share ideas, and to measure a student's learning against the published course expectations. Students have access to faculty outside the classroom via electronic mail, by phone, or in person during office hours.

General Education: Associate Degrees

Graduation requirements for Associate of Science degrees are grouped into two categories, with identified goals and a list of courses that meet designated goals in each category:

System-wide General Education Requirement (SGE)	**18 Credits**
Institutional Graduation Requirement (IGR)	**6 Credits**
Total	**24 Credits**

System-wide General Education Requirement 18 Credits

The system-wide general education curriculum of the university is intended to provide opportunities for the student to develop the breadth and depth of understanding and appreciation which characterizes the educated and responsible adult. Courses which deal with language and symbolic thought, literature and aesthetic values, natural sciences and the social sciences are an integral dimension of one's personal, community, and professional life. All degree programs of the university include system-wide general education requirements. Students should check major-field requirements before selecting courses to meet the system-wide general education requirements. A course that counts toward a general education requirement at one campus will count towards the same general education requirement at other campuses regardless of whether the campus offers the course.

Goals of System-wide General Education Requirement

Students will:

1. Write effectively and responsibly and understand and interpret the written expression of others.
2. Communicate effectively and responsibly through listening and speaking.
3. Understand the organization, potential, and diversity of the human community through study of the social sciences.
4. Understand the diversity and complexity of human experience through the study of arts and humanities.
5. Understand and apply fundamental mathematical processes and reasoning.
6. Understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.

GOAL 1: Written Communication — 3 Credits

Students will write effectively and responsibly and understand and interpret the written expression of others.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Write using standard American English, including correct punctuation, grammar, and sentence structure.
2. Write logically.
3. Write persuasively, with a variety of rhetorical strategies (e.g., expository, argumentative, descriptive).
4. Incorporate formal research and documentation into their writing, including research obtained through modern, technology-based tools.

Each course meeting this goal includes the following student learning objective outcomes: Required: #1, #2, #3, and #4

- ENGL 101 - Composition I — 3 credits

Note: Students enrollment in the initial English course is determined by the Board of Regents placement policy (2:7:6).

GOAL 2: Oral Communication — 3 Credits

Students will communicate effectively and responsibly through listening and speaking.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Prepare and deliver speeches for a variety of audiences and settings.
2. Demonstrate speaking competencies including choice and use of topic, supporting materials, organizational pattern, language usage, presentational aids, and delivery.
3. Demonstrate listening competencies by summarizing, analyzing, and paraphrasing ideas, perspectives and emotional content.

Each course meeting this goal includes the following student learning outcomes: Required: #1, #2, and #3

- SPCM 101 - Fundamentals of Speech — 3 credits
- SPCM 215 - Public Speaking — 3 credits
- SPCM 222 - Argumentation and Debate — 3 credits

GOAL 3: Social Sciences 3 Credits

Students will understand the organization, potential, and diversity of the human community through study of the social studies.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will be able to demonstrate a basic understanding of at least one of the following:

1. Identify and explain basic concepts, terminology and theories of the selected social science disciplines from different spatial, temporal, cultural and/or instructional contexts.
2. Apply selected social science concepts and theories to contemporary issues.
3. Identify and explain the social or aesthetic values of different cultures.

In addition, as a result of taking courses meeting this goal, students will be able to demonstrate a basic understanding of at least one of the following:

4. The origin and evolution of human institutions.
5. The allocation of human or natural resources within societies.
6. The impact of diverse philosophical, ethical or religious views.

Each course meeting this goal includes the following student learning outcomes:

Required: #1, #2 and #3 and at least one of the following: #4, #5, or #6

- ECON 201 - Principles of Microeconomics 3 credits
- ECON 202 - Principles of Macroeconomics 3 credits
- EPSY 210 - Lifespan Development 3 credits
- GEOG 101 - Introduction to Geography 3 credits
- GEOG 200 - Introduction to Human Geography 3 credits
- HIST 151 - United States History I 3 credits
- HIST 152 - United States History II 3 credits
- HIST 256 - World History 3 credits
- INED 211 - SD American Indian Culture and Education 3 credits
- POLS 100 - American Government 3 credits
- POLS 210 - State and Local Government 3 credits
- PSYC 101 - General Psychology 3 credits
- SOC 100 - Introduction to Sociology 3 credits
- SOC 150 - Social Problems 3 credits
- SOC 240 - The Sociology of Rural America 3 credits
- SOC 285 - Society and Technology 3 credits

GOAL 4: Arts and Humanities — 3 Credits

Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience.
2. Identify and explain basic concepts of the selected disciplines within the arts and humanities.

In addition, as a result of taking courses meeting this goal, students will be able to do at least one of the following:

3. Identify and explain the contributions of other cultures from the perspective of the selected disciplines within the arts and humanities.
4. Demonstrate creative and aesthetic understanding.
5. Explain and interpret formal and stylistic elements of the literary or fine arts.
6. Demonstrate foundational competency in reading, writing, and speaking a non-English language.

Each course meeting this goal includes the following student learning outcomes:

Required: #1, #2, and at least one of the following: #3, #4, #5, or #6

- ART 111 - Drawing I — 3 credits
- ART 121 - Design I 2D — 3 credits
- ART 123 - Three Dimensional Design — 3 credits
- ARTH 100 - Art Appreciation — 3 credits
- ARTH 211 - History of World Art I — 3 credits
- ARTH 212 - History of World Art II — 3 credits
- ARTH 231 - Survey: Art, Music, & Theatre 1-3 credits — 3 credits
- ENGL 210 - Introduction to Literature — 3 credits
- ENGL 211 - World Literature I — 3 credits
- ENGL 212 - World Literature II — 3 credits
- ENGL 221 - British Literature I — 3 credits
- ENGL 222 - British Literature II — 3 credits
- ENGL 241 - American Literature I — 3 credits
- ENGL 242 - American Literature II — 3 credits
- ENGL 268 - Literature — 3 credits
- FREN 101 - Introductory French I — 4 credits
- FREN 102 - Introductory French II — 4 credits
- FREN 201 - Intermediate French I — 3 credits
- FREN 202 - Intermediate French II — 3 credits
- HIST 121 - Western Civilization I — 3 credits
- HIST 122 - Western Civilization II — 3 credits

- LAKL 101 - Introductory Lakota I 3-4 credits 4 credits
- LAKL 102 - Introductory Lakota II 3-4 credits 4 credits
- MUS 100 - Music Appreciation 3 credits
- PHIL 100 - Introduction to Philosophy 3 credits
- PHIL 200 - Introduction to Logic 3 credits
- SPAN 101 - Introductory Spanish I 4 credits
- SPAN 102 - Introductory Spanish II 4 credits
- SPAN 201 - Intermediate Spanish I 3 credits
- SPAN 202 - Intermediate Spanish II 3 credits
- THEA 100 - Introduction to Theatre 3 credits
- THEA 131 - Introduction to Acting 3 credits
- THEA 200 - Theatre History 3 credits
- THEA 201 - Film Appreciation 3 credits

GOAL 5: Mathematic 3 Credits

Students will understand and apply fundamental mathematical processes and reasoning.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Use mathematical symbols and mathematical structure to model and solve real world problems.
2. Demonstrate appropriate communication skills related to mathematical terms and concepts.
3. Demonstrate the correct use of quantifiable measurements of real world situations.

Each course meeting this goal includes the following student learning outcomes:
Required: #1, #2, and #3

- MATH 102 - College Algebra 3 credits
- MATH 103 - Quantitative Literacy 3 credits
- MATH 104 - Finite Mathematics 4 credits
- MATH 115 - Precalculus 5 credits
- MATH 120 - Trigonometry 3 credits
- MATH 121 - Survey of Calculus 4 credits
- MATH 123 - Calculus I 4 credits
- MATH 125 - Calculus II 4 credits
- MATH 201 - Introduction to Discrete Mathematics 3 credits
- MATH 225 - Calculus III 4 credits
- MATH 281 - Introduction to Statistics 3 credits

Note: Student enrollment in the initial Math course is determined by the Board of Regents placement policy (2:7:6)

GOAL 6: Natural Sciences — 3 Credits

Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Demonstrate the scientific method in a laboratory experience.
2. Gather and critically evaluate data using the scientific method.
3. Identify and explain the basic concepts, terminology and theories of the selected natural sciences.
4. Apply selected natural science concepts and theories to contemporary issues.

Each course meeting this goal includes the following student learning outcomes:

Required: #1, #2, #3 and #4

- A&S 121 - Science: The Core of Discovery I — 4 credits
- BIOL 101 - Biology Survey I — 3 credits
- BIOL 103 - Biology Survey II — 3 credits
- BIOL 151 - General Biology I — 4 credits
- BIOL 165 - General Zoology — 4 credits
- BIOL 201 - General Botany — 4 credits
- CHEM 106 - Chemistry Survey — 3 credits
- CHEM 106L - Chemistry Survey Lab — 1 credit
- CHEM 108 - Organic and Biochemistry — 4 credits
- CHEM 108L - Organic and Biochemistry Lab — 1 credit
- CHEM 112 - General Chemistry I — 4 credits
- CHEM 114 - General Chemistry II — 4 credits
- GEOG 132 - Physical Geography Natural Landscapes — 4 credits
- PHYS 111 - Introduction to Physics I — 4 credits
- PHYS 113 - Introduction to Physics II — 4 credits
- PHYS 211 - University Physics I — 4 credits
- PHYS 213 - University Physics II — 4 credits

Note: Combinations not permitted because of excessive duplication are BIOL 101 and BIOL 151; CHEM 106 and CHEM 112; CHEM 108 and CHEM 114; PHYS 111 and PHYS 211; PHYS 113 and PHYS 213.

GOAL 7: Information Literacy — 0 Credits

Students will recognize when information is needed and have the ability to locate, organize, critically evaluate, and effectively use information from a variety of sources with intellectual integrity.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Determine the extent of information needed.
2. Access the needed information effectively and efficiently.
3. Evaluate information and its sources critically.
4. Use information effectively to accomplish a specific purpose.
5. Use information in an ethical and legal manner.

Students will have met this Goal when they complete Goal 1 Written Communication and Goal 2 Oral Communication.

Institutional Graduation Requirements — 6 Credits

GOAL 1: Information Systems & Computer Technology — 6 Credits

Students will demonstrate competence in information systems and computer technology through software and programming classes.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Demonstrate competence in use of computer application software;
2. Demonstrate competence in programming concepts;
3. Demonstrate knowledge of computer technology.

Each course meeting this goal includes the following student learning outcomes:

Required: #1, #2, and #3

- CSC 105 - Introduction to Computers — 3 credits
- CSC 123 - Problem Solving and Programming — 3 credits

OR

- CSC 150 - Computer Science I 3-4 credits — 3 credits

OR

- CIS 130 - Visual Basic Programming — 3 credits

General Education: Baccalaureate Degrees

Graduation requirements for baccalaureate degrees are grouped into two categories with identified goals and a list of courses that meet designated goals in each category:

System-wide General Education Requirements	**30 Credits**
Institutional Graduation Requirements	**11 Credits**
Total	**41 Credits**

All students should check their major before selecting any general education course. Courses selected to meet System-Wide General Education Requirements or Institutional Graduation Requirements may not also be used to meet requirements of majors and minors.

System-wide General Education Requirements (SGE) 30 Credits

The system-wide general education curriculum of the university is intended to provide opportunities for the student to develop the breadth and depth of understanding and appreciation which characterizes the educated and responsible adult. Courses which deal with language and symbolic thought, literature and aesthetic values, natural sciences, and the social sciences are an integral dimension of one's personal, community, and professional life. All degree programs of the university include system-wide general education requirements. Students should check major-field requirements before selecting courses to meet the system-wide general education requirements. A course that counts toward a general education requirement at one campus will count towards the same general education requirement at another campus regardless of whether the campus offers the course.

Goals of System-wide General Education Requirements
Students will:

1. Write effectively and responsibly and understand and interpret the written expression of others.
2. Communicate effectively and responsibly through listening and speaking.
3. Understand the organization, potential, and diversity of the human community through study of the social sciences.
4. Understand the diversity and complexity of the human experience through the study of the arts & humanities.
5. Understand and apply fundamental mathematical processes and reasoning.
6. Understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.
7. Recognize when information is needed and have the ability to locate, organize, critically evaluate, and effectively use information from a variety of sources with intellectual integrity.

GOAL 1: Written Communication — 6 Credits

Students will write effectively and responsibly and understand and interpret the written expression of others.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Write using standard American English, including correct punctuation, grammar, and sentence structure.
2. Write logically.
3. Write persuasively, with a variety of rhetorical strategies (e.g., expository, argumentative, descriptive).
4. Incorporate formal research and documentation into their writing, including research obtained through modern, technology-based research tools.

Each course meeting this goal includes the following student learning outcomes:

Required: #1, #2, #3, and #4

- ENGL 101 - Composition I — 3 credits
- ENGL 201 - Composition II — 3 credits

Note: Student enrollment in the initial English course is determined by the Board of Regents placement policy (2:7:6).

GOAL 2: Oral Communication — 3 Credits

Students will communicate effectively and responsibly through listening and speaking.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Prepare and deliver speeches for a variety of audiences and settings.
2. Demonstrate speaking competencies including choice and use of topic, supporting materials, organizational pattern, language usage, presentational aids, and delivery.
3. Demonstrate listening competencies by summarizing, analyzing, and paraphrasing ideas, perspectives and emotional content.

Each course meeting this goal includes the following student learning outcomes:

Required: #1, #2, and #3

- SPCM 101 - Fundamentals of Speech — 3 credits
- SPCM 215 - Public Speaking — 3 credits
- SPCM 222 - Argumentation and Debate — 3 credits

GOAL 3: Social Sciences (in two disciplines) 6 Credits

Students will understand the organization, potential, and diversity of the human community through study of the social studies.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Identify and explain basic concepts, terminology and theories of the selected social science disciplines from different spatial, temporal, cultural and/or instructional contexts.
2. Apply selected social science concepts and theories to contemporary issues.
3. Identify and explain the social or aesthetic values of different cultures.
   In addition, as a result of taking courses meeting this goal, students will be able to demonstrate a basic understanding of at least one of the following:
4. The origin and evolution of human institutions.
5. The allocation of human or natural resources within societies.
6. The impact of diverse philosophical, ethical or religious views.

Each course meeting this goal includes the following student learning outcomes:

Required: #1, #2 and #3
At least one of the following: #4, #5, or #6

• ANTH 210 - Cultural Anthropology	3 credits *
• ECON 201 - Principles of Microeconomics	3 credits *
• ECON 202 - Principles of Macroeconomics	3 credits *
• EPSY 210 - Lifespan Development	3 credits **
• GEOG 101 - Introduction to Geography	3 credits *
• GEOG 200 - Introduction to Human Geography	3 credits *
• HIST 151 - United States History I	3 credits **
• HIST 152 - United States History II	3 credits **
• HIST 256 - World History	3 credits * / **
• INED 211 - SD American Indian Culture and Educ.	3 credits
• POLS 100 - American Government	3 credits
• POLS 210 - State and Local Government	3 credits
• PSYC 101 - General Psychology	3 credits
• SOC 100 - Introduction to Sociology	3 credits **
• SOC 150 - Social Problems	3 credits **
• SOC 240 - The Sociology of Rural America	3 credits
• SOC 285 - Society and Technology	3 credits * / **

*** Global Issues Requirement (see Part II of Institutional Graduation Requirements)**

**** IGR Written Communications Requirement**

GOAL 4: Arts and Humanities 6 Credits
(in two disciplines or a sequence of foreign language courses)

Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience.
2. Identify and explain basic concepts of the selected disciplines within the arts and humanities.

In addition, as a result of taking courses meeting this goal, students will be able to do at least one of the following:

3. Identify and explain the contributions of other cultures from the perspective of the selected disciplines within the arts and humanities.
4. Demonstrate creative and aesthetic understanding.
5. Explain and interpret formal and stylistic elements of the literary or fine arts.
6. Demonstrate foundational competency in reading, writing, and speaking a non-English language.

Each course meeting this goal includes the following student learning outcomes:

Required: #1, #2; and at least one of the following: #3, #4, #5, or #6

- ART 111 - Drawing I 3 credits
- ART 121 - Design I 2D 3 credits
- ART 123 - Three Dimensional Design 3 credits
- ARTH 100 - Art Appreciation 3 credits *
- ARTH 211 - History of World Art I 3 credits *
- ARTH 212 - History of World Art II 3 credits *
- ARTH 231 - Survey: Art, Music, & Theatre 1-3 credits 3 credits
- ENGL 210 - Introduction to Literature 3 credits **
- ENGL 211 - World Literature I 3 credits *
- ENGL 212 - World Literature II 3 credits *
- ENGL 221 - British Literature I 3 credits
- ENGL 222 - British Literature II 3 credits
- ENGL 241 - American Literature I 3 credits
- ENGL 242 - American Literature II 3 credits
- ENGL 268 - Literature 3 credits
- FREN 101 - Introductory French I 4 credits
- FREN 102 - Introductory French II 4 credits
- FREN 201 - Intermediate French I 3 credits
- FREN 202 - Intermediate French II 3 credits
- HIST 121 - Western Civilization I 3 credits *

- HIST 122 - Western Civilization II 3 credits *
- LAKL 101 - Introductory Lakota I 3-4 credits 4 credits
- LAKL 102 - Introductory Lakota II 3-4 credits 4 credits
- MUS 100 - Music Appreciation 3 credits *
- PHIL 100 - Introduction to Philosophy 3 credits
- PHIL 200 - Introduction to Logic 3 credits
- SPAN 101 - Introductory Spanish I 4 credits *
- SPAN 102 - Introductory Spanish II 4 credits *
- SPAN 201 - Intermediate Spanish I 3 credits *
- SPAN 202 - Intermediate Spanish II 3 credits *
- THEA 100 - Introduction to Theatre 3 credits *
- THEA 131 - Introduction to Acting 3 credits
- THEA 200 - Theatre History 3 credits *
- THEA 201 - Film Appreciation 3 credits *

ART & ARTH are considered one discipline.

*** Global Issues Requirement (see Part II of Institutional Graduation Requirements)**

**** IGR Written Communications Requirement**

GOAL 5: Mathematics — 3 Credits

Students will understand and apply fundamental mathematical processes and reasoning.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Use mathematical symbols and mathematical structure to model and solve real world problems.
2. Demonstrate appropriate communication skills related to mathematical terms and concepts.
3. Demonstrate the correct use of quantifiable measurements of real world situations.

Each course meeting this goal includes the following student learning outcomes:

Required: #1, #2, and #3

- MATH 102 - College Algebra 3 credits
- MATH 103 - Quantitative Literacy 3 credits
- MATH 104 - Finite Mathematics 4 credits
- MATH 115 - Precalculus 5 credits
- MATH 120 - Trigonometry 3 credits
- MATH 121 - Survey of Calculus 4 credits
- MATH 123 - Calculus I 4 credits
- MATH 125 - Calculus II 4 credits
- MATH 201 - Introduction to Discrete Mathematics 3 credits
- MATH 225 - Calculus III 4 credits
- MATH 281 - Introduction to Statistics 3 credits

GOAL 6: Natural Sciences 6 Credits

Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Demonstrate the scientific method in a laboratory experience.
2. Gather and critically evaluate data using the scientific method.
3. Identify and explain the basic concepts, terminology and theories of the selected natural sciences.
4. Apply selected natural science concepts and theories to contemporary issues

Each course meeting this goal includes the following student learning outcomes:

Required: #1, #2, #3 and #4

- A&S 121 - Science: The Core of Discovery I 4 credits
- BIOL 101 - Biology Survey I 3 credits
- BIOL 103 - Biology Survey II 3 credits
- BIOL 151 - General Biology I 4 credits
- BIOL 165 - General Zoology 4 credits
- BIOL 201 - General Botany 4 credits
- CHEM 106 - Chemistry Survey 3 credits
- CHEM 106L - Chemistry Survey Lab 1 credit
- CHEM 108 - Organic and Biochemistry 4 credits
- CHEM 108L - Organic and Biochemistry Lab 1 credit
- CHEM 112 - General Chemistry I 4 credits
- CHEM 114 - General Chemistry II 4 credits
- GEOG 132 - Physical Geography Natural Landscapes 4 credits
- PHYS 111 - Introduction to Physics I 4 credits
- PHYS 113 - Introduction to Physics II 4 credits
- PHYS 211 - University Physics I 4 credits
- PHYS 213 - University Physics II 4 credits

Combinations <u>not</u> permitted because of excessive duplication are BIOL 101 and BIOL 151; CHEM 106 and CHEM 112; CHEM 108 and CHEM 114; PHYS 111 and PHYS 211; PHYS 113 and PHYS 213.

GOAL 7: Information Literacy — 0 Credits

Students will recognize when information is needed and have the ability to locate, organize, critically evaluate, and effectively use information from a variety of sources with intellectual integrity.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Determine the extent of information needed.
2. Access the needed information effectively and efficiently.
3. Evaluate information and its sources critically.
4. Use information effectively to accomplish a specific purpose.
5. Use information in an ethical and legal manner.

Students will have met this Goal when they complete Goal 1 Written Communication and Goal 2 Oral Communication.

Institutional Graduation Requirements / Global Issues Requirements / Major Area Writing Intensive Requirement

Part I: Institutional Graduation Requirements

Institutional graduation requirements are intended to provide for students to develop additional skills in academic areas related to the institution's mission. At DSU, the institutional graduation requirements emphasize skills in information systems and computer technology, written communication skills, and personal wellness.

Institutional Graduation Requirements (IGR) — 11 Credits

GOAL 1: Information Systems & Computer Tech — 6 credits

Students will demonstrate competence in information systems and computer technology through software and programming classes.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Demonstrate competence in use of computer application software.
2. Demonstrate competence in programming concepts.
3. Demonstrate knowledge of computer technology.

Each course meeting this goal includes the following student learning outcomes:

Required: #1, #2, and #3

- CSC 105 - Introduction to Computers — 3 credits
- CSC 123 - Problem Solving and Programming — 3 credits

OR

- CSC 150 - Computer Science I 3-4 credits — 3 credits

OR

- CIS 130 - Visual Basic Programming — 3 credits

GOAL 2: Written Communications 3 Credits

Students will refine their understanding and practice of reading and writing as integral parts of researching, learning, discussing, and presenting academic materials.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Read extensively and respond critically in written discourse, (for example, complete significant outside of class reading with corresponding writing assignments).
2. Use writing to learn course content by practicing writing as an integral, on-going part of the course and applying writing conventions of appropriate style manuals (for example, MLA, APA, Chicago).

Each course meeting this goal includes the following student learning outcome:

Required: #1 and #2

- ENGL 210 - Introduction to Literature 3 credits
- EPSY 210 - Lifespan Development 3 credits
- HIST 151 - United States History I 3 credits
- HIST 152 - United States History II 3 credits
- HIST 256 - World History 3 credits
- SOC 100 - Introduction to Sociology 3 credits
- SOC 150 - Social Problems 3 credits
- SOC 285 - Society and Technology 3 credits

All courses listed above also meet the System General Education Requirements (SGR). Students may not use the same course to meet both an SGR requirement and a written communications requirement.

GOAL 3: Personal Wellness and Fitness 2 Credits

Students will understand the holistic nature of wellness and the benefits derived from a physically active lifestyle.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Identify and explain the principles of wellness and the health-related components.
2. Apply these health related components to fitness/wellness labs.

Each course meeting this goal includes the following student learning outcome:

Required: #1 and #2

- WEL 100 - Wellness for Life 1 credit
- WEL 100L - Wellness Lab 1 credit

Part II: Global Issues Requirement — 0 Credits

Goal: Students will understand global issues and how they affect the human community.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Demonstrate a basic understanding of global issues.
2. Identify and analyze global issues including how multiple perspectives impact such issues.
3. Identify the benefit and cost implications of global issues.
4. Interpret global issues and data utilizing discipline specific analytical and/or philosophical tools.
5. Reference knowledge from international sources, including sources that may be fragmented, conflicting, and multidisciplinary.
6. Identify issues related to family and national origin as they relate to global issues.
7. Directly and constructively address cultural differences and similarities.
8. Demonstrate an understanding of the historical development of global issues.

Each course meeting this goal includes the following student learning outcomes:

Required: #1, and at least two of the following: #2, #3, #4, #5, #6, #7 or #8

- ANTH 210 - Cultural Anthropology — 3 credits
- ARTH 100 - Art Appreciation — 3 credits
- ARTH 211 - History of World Art I — 3 credits
- ARTH 212 - History of World Art II — 3 credits
- ECON 201 - Principles of Microeconomics — 3 credits
- ECON 202 - Principles of Macroeconomics — 3 credits
- ENGL 211 - World Literature I — 3 credits
- ENGL 212 - World Literature II — 3 credits
- GEOG 101 - Introduction to Geography — 3 credits
- GEOG 200 - Introduction to Human Geography — 3 credits
- HIST 121 - Western Civilization I — 3 credits
- HIST 122 - Western Civilization II — 3 credits
- HIST 256 - World History — 3 credits
- MUS 100 - Music Appreciation — 3 credits
- SOC 285 - Society and Technology — 3 credits
- SPAN 101 - Introductory Spanish I — 4 credits
- SPAN 102 - Introductory Spanish II — 4 credits
- SPAN 201 - Intermediate Spanish I — 3 credits
- SPAN 202 - Intermediate Spanish II — 3 credits
- THEA 100 - Introduction to Theatre — 3 credits
- THEA 200 - Theatre History — 3 credits
- THEA 201 - Film Appreciation — 3 credits

All courses listed above also meet the System General Education Requirements (SGR). These courses may be used to meet both an SGR and the Global Issues Requirement. Students who want to use study abroad to meet this goal should contact the Registrar.

Part III: Major Area Writing Intensive Requirement 0 Credits

Goal: Students will refine their understanding and practice of reading and writing as integral parts of researching, learning, discussing, and presenting academic materials.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Read extensively and respond critically in written disclosure, (for example, complete significant outside of class reading with corresponding writing assignment).

2. Use writing to learn course content by practicing writing as an integral, on-going part of the course and applying writing conventions of appropriate style manuals (for example, MLA, APA, Chicago).

See Majors Table for required courses.

Majors Table

In addition to the Written Communications Requirement and the Global Issues Requirement, a Writing-Intensive requirement is included in the major degree program. Below identifies the major and the courses meeting these requirements.

Majors	IGR Global Issues Requirement	IGR Written Communications Requirement	Major Area Writing Intensive Requirement
Accounting	BADM 405	**	BADM 344
Biology Education	*	**	SEED 450
Biology for Info. Systems	*	**	ENGL 379
Business Education	BADM 405	**	BADM 344
Business Technology	BADM 405	**	BADM 334
Computer Education	*	**	CIS 332
Computer Game Design	*	**	CIS 332
Cyber Operations	*	**	CIS 332
Computer Science	*	**	CIS 332
Digital Arts and Design	*	**	ENGL 480

Majors	IGR Global Issues Requirement	IGR Written Communications Requirement	Major Area Writing Intensive Requirement
Elementary Education/Special Education	ANTH 210 ARTH 100 ARTH 211 ARTH 212 ENGL 211 ENGL 212 GEOG 101 GEOG 200 HIST 121 HIST 122 MUS 100 SPAN 101 SPAN 102 SPAN 201 SPAN 202 THEA 100 THEA 200 THEA 201	ENGL 210 EPSY 210 HIST 151 HIST 152 HIST 256	EPSY 302
English Education	*	**	SEED 450
English for New Media	*	**	ENGL 480
Exercise Science	*	**	EXS 300
Finance	BADM 405	**	BADM 344
General Studies	*	**	GS 491
Health Information Admin.	*	**	HIM 450
Information Systems	ECON 201	**	CIS 332
Management	BADM 405	**	BADM 344
Marketing	BADM 405	**	BADM 344
Math Education	*	**	SEED 450
Mathematics for Info. Systems	*	**	CIS 332
Network and Security Administration	*	**	CIS 321
Physical Education	*	**	PE 341
Physical Science	*	**	ENGL 379
Professional Accountancy	BADM 405	**	BADM 344
Professional and Technical Communications	MCOM 318	**	ENGL 379
Respiratory Care	*	**	RESP 460

* ANTH 210, ARTH 100, ARTH 211, ARTH 212, ECON 201, ECON 202, ENGL 211, ENGL 212, GEOG 101, GEOG 200, HIST 121, HIST 122, HIST 256, MUS 100, SOC 285, SPAN 101, SPAN 102, SPAN 201, SPAN 202, THEA 100, THEA 200, THEA 201

** ENGL 210, EPSY 210, HIST 151, HIST 152, HIST 256, SOC 100, SOC 150, SOC 285

All courses listed above also meet the System General Education Requirements (SGR). Students may not use the same course to meet both an SGR requirement and a written communications requirement.

General Studies

Associate of Arts

General Studies, A.A.

Bachelor of Science

General Studies, B.G.S.

Non-Degree

Center of Excellence Honors Program

Center of Excellence Minor

Associate of Arts in General Studies

The Associate of Arts degree in General Studies provides opportunities for students still undecided about their careers to explore possible educational and career options. It also serves as an entry program for students desiring to seek admission to baccalaureate or professional programs, either at Dakota State University or at another institution.

Graduates of this degree program will be expected to demonstrate their achievement of the general education objectives of the Board of Regents, to understand current and emerging computer-based technologies, and to use the basic skills of information processing.

System-wide General Education Requirement	**30 Credits**
Institutional Graduation Requirement	**11 Credits**
Electives	**19 Credits**
Total	**60 Credits**

For further explanation of these three course requirements and goals, see the general education section in this catalog.

System-wide General Education Requirement (SGE) — 30 Credits

GOAL 1: Written Communication — 6 Credits

- ENGL 101 - Composition I — 3 credits
- ENGL 201 - Composition II — 3 credits

GOAL 2: Oral Communication — 3 Credits

- SPCM 101 - Fundamentals of Speech — 3 credits
- SPCM 215 - Public Speaking — 3 credits
- SPCM 222 - Argumentation and Debate — 3 credits

GOAL 3: Social Sciences (in two disciplines) — 6 Credits

- ANTH 210 - Cultural Anthropology — 3 credits
- ECON 201 - Principles of Microeconomics — 3 credits
- ECON 202 - Principles of Macroeconomics — 3 credits
- EPSY 210 - Lifespan Development — 3 credits
- GEOG 101 - Introduction to Geography — 3 credits
- GEOG 200 - Introduction to Human Geography — 3 credits
- HIST 151 - United States History I — 3 credits

- HIST 152 - United States History II 3 credits
- HIST 256 - World History 3 credits
- INED 211 - SD American Indian Culture and Education 3 credits
- POLS 100 - American Government 3 credits
- POLS 210 - State and Local Government 3 credits
- PSYC 101 - General Psychology 3 credits
- SOC 100 - Introduction to Sociology 3 credits
- SOC 150 - Social Problems 3 credits
- SOC 240 - The Sociology of Rural America 3 credits
- SOC 285 - Society and Technology 3 credits

GOAL 4: Arts and Humanities 6 Credits

(in two disciplines or in a sequence of foreign language courses)

- ART 111 - Drawing I 3 credits
- ART 121 - Design I 2D 3 credits
- ART 123 - Three Dimensional Design 3 credits
- ARTH 100 - Art Appreciation 3 credits
- ARTH 211 - History of World Art I 3 credits
- ARTH 212 - History of World Art II 3 credits
- ARTH 231 - Survey: Art, Music, & Theatre 1-3 credits 3 credits
- ENGL 210 - Introduction to Literature 3 credits
- ENGL 211 - World Literature I 3 credits
- ENGL 212 - World Literature II 3 credits
- ENGL 221 - British Literature I 3 credits
- ENGL 222 - British Literature II 3 credits
- ENGL 241 - American Literature I 3 credits
- ENGL 242 - American Literature II 3 credits
- ENGL 268 - Literature 3 credits
- FREN 101 - Introductory French I 4 credits
- FREN 102 - Introductory French II 4 credits
- FREN 201 - Intermediate French I 3 credits
- FREN 202 - Intermediate French II 3 credits
- HIST 121 - Western Civilization I 3 credits
- HIST 122 - Western Civilization II 3 credits
- LAKL 101 - Introductory Lakota I 3-4 credits 4 credits
- LAKL 102 - Introductory Lakota II 3-4 credits 4 credits
- MUS 100 - Music Appreciation 3 credits
- PHIL 100 - Introduction to Philosophy 3 credits
- PHIL 200 - Introduction to Logic 3 credits
- SPAN 101 - Introductory Spanish I 4 credits
- SPAN 102 - Introductory Spanish II 4 credits
- SPAN 201 - Intermediate Spanish I 3 credits
- SPAN 202 - Intermediate Spanish II 3 credits
- THEA 100 - Introduction to Theatre 3 credits
- THEA 131 - Introduction to Acting 3 credits

- THEA 200 - Theatre History 3 credits
- THEA 201 - Film Appreciation 3 credits

GOAL 5: Mathematics 3 Credits

- MATH 102 - College Algebra 3 credits
- MATH 103 - Quantitative Literacy 3 credits
- MATH 104 - Finite Mathematics 4 credits
- MATH 115 – Precalculus 5 credits
- MATH 120 - Trigonometry 3 credits
- MATH 121 - Survey of Calculus 4 credits
- MATH 123 - Calculus I 4 credits
- MATH 125 - Calculus II 4 credits
- MATH 201 - Introduction to Discrete Mathematics 3 credits
- MATH 225 - Calculus III 4 credits
- MATH 281 - Introduction to Statistics 3 credits

GOAL 6: Natural Sciences 6 Credits *

* Combinations not permitted because of excessive duplication are BIOL 101 and BIOL 151; CHEM 106 and CHEM 112; CHEM 108 and CHEM 114; PHYS 111 and PHYS 211; or PHYS 113 and PHYS 213

- A&S 121 - Science: The Core of Discovery I 4 credits
- A&S 121L - Science: The Core of Discovery I Lab 0 credits
- BIOL 101 - Biology Survey I 3 credits
- BIOL 101L - Biology Survey I Lab 0 credits
- BIOL 103 - Biology Survey II 3 credits
- BIOL 103L - Biology Survey II Lab 0 credits
- BIOL 151 - General Biology I 4 credits
- BIOL 151L - General Biology I Lab 0 credits
- BIOL 165 - General Zoology 4 credits
- BIOL 165L - General Zoology Lab 0 credits
- BIOL 201 - General Botany 4 credits
- BIOL 201L - General Botany Lab 0 credits
- CHEM 106 - Chemistry Survey 3 credits
- CHEM 106L - Chemistry Survey Lab 1 credit
- CHEM 108 - Organic and Biochemistry 4 credits
- CHEM 108L - Organic and Biochemistry Lab 1 credit
- CHEM 112 - General Chemistry I 4 credits
- CHEM 112L - General Chemistry I Lab 0 credits
- CHEM 114 - General Chemistry II 4 credits
- CHEM 114L - General Chemistry II Lab 0 credits
- GEOG 132 - Physical Geography Natural Landscapes 4 credits
- GEOG 132L - Physical Geography Natural Landscapes Lab 0 credits
- PHYS 111 - Introduction to Physics I 4 credits
- PHYS 111L - Introduction to Physics I Laboratory 0 credits

- PHYS 113 - Introduction to Physics II 4 credits
- PHYS 113L - Introduction to Physics II Laboratory 0 credits
- PHYS 211 - University Physics I 4 credits
- PHYS 211L - University Physics I Laboratory 0 credits
- PHYS 213 - University Physics II 4 credits
- PHYS 213L - University Physics II Laboratory 0 credits

GOAL 7: Information Literacy 0 Credits

Students will have met this Goal when they complete Goal 1 Written Communication and Goal 2 Oral Communication.

Institutional Graduation Requirement 11 Credits

GOAL 1: Info. Systems & Computer Technology 6 Credits

- CSC 105 - Introduction to Computers 3 credits
- CSC 123 - Problem Solving and Programming 3 credits

OR

- CSC 150 - Computer Science I 3-4 credits
- OR
- CIS 130 - Visual Basic Programming

GOAL 2: Written Communications 3 Credits

- ENGL 210 - Introduction to Literature 3 credits
- EPSY 210 - Lifespan Development 3 credits
- HIST 151 - United States History I 3 credits
- HIST 152 - United States History II 3 credits
- HIST 256 - World History 3 credits
- SOC 100 - Introduction to Sociology 3 credits
- SOC 150 - Social Problems 3 credits
- SOC 285 - Society and Technology 3 credits

Note

All courses listed above also meet the System General Education Requirements (SGR). Students may not use the same course to meet both an SGR requirement and a written communications requirement.

GOAL 3: Personal Wellness and Fitness 2 Credits

- WEL 100 - Wellness for Life 1 credit
- WEL 100L - Wellness Lab 1 credit

Electives 19 Credits

Bachelors of Science in General Studies

This degree program is intended to accommodate students with a variety of career goals. It is an important option for students who have accumulated significant college credit and who want to complete a baccalaureate degree. But, it is also a viable choice for students who are interested in building their own degree program, to coincide with their career plans and interests. Students are required to complete general education requirements plus 45 credits in three areas of emphasis (15 credits in each area) selected by the student from these disciplines: allied health, business, education, fine arts, humanities, social sciences, wellness, technology and other STEM disciplines (science, engineering, math). Specific coursework in the three areas of emphasis is selected by the student; additional credits for graduation can be selected from any discipline.

System-wide General Education Requirement	**30 credits**
Institutional Graduation Requirement	**11 credits**
Emphasis Areas	**45 credits**
Capstone	**3 credits**
Electives	**31 credits**

System-wide General Education Requirement (SGE) 30 Credits

GOAL 1: Written Communication — 6 Credits

- ENGL 101 - Composition I — 3 credits
- ENGL 201 - Composition II — 3 credits

GOAL 2: Oral Communication — 3 Credits

- SPCM 101 - Fundamentals of Speech — 3 credits
- SPCM 215 - Public Speaking — 3 credits
- SPCM 222 - Argumentation and Debate — 3 credits

GOAL 3: Social Sciences — 6 Credits
(in two disciplines)

- ANTH 210 - Cultural Anthropology — 3 credits *
- ECON 201 - Principles of Microeconomics — 3 credits *
- ECON 202 - Principles of Macroeconomics — 3 credits *
- EPSY 210 - Lifespan Development — 3 credits**
- GEOG 101 - Introduction to Geography — 3 credits *
- GEOG 200 - Introduction to Human Geography — 3 credits *
- HIST 151 - United States History I — 3 credits **
- HIST 152 - United States History II — 3 credits **
- HIST 256 - World History — 3 credits * / **

- INED 211 - SD American Indian Culture & Education 3 credits
- POLS 100 - American Government 3 credits
- POLS 210 - State and Local Government 3 credits
- PSYC 101 - General Psychology 3 credits
- SOC 100 - Introduction to Sociology 3 credits **
- SOC 150 - Social Problems 3 credits **
- SOC 240 - The Sociology of Rural America 3 credits
- SOC 285 - Society and Technology 3 credits * / **

* Students are required to complete a course that provides a globalization/global perspective. Courses marked with an "*" meet this requirement.

** Courses meet the written communication requirement (SGR).

Students may not use the same course to meet both a SGR requirement and a written communication requirement.

GOAL 4: Arts and Humanities — 6 Credits

(in two disciplines or in a sequence of foreign language courses)

- ART 111 - Drawing I 3 credits
- ART 121 - Design I 2D 3 credits
- ART 123 - Three Dimensional Design 3 credits
- ARTH 100 - Art Appreciation 3 credits *
- ARTH 211 - History of World Art I 3 credits *
- ARTH 212 - History of World Art II 3 credits *
- ARTH 231 - Survey: Art, Music, & Theatre 1-3 credits 3 credits
- ENGL 210 - Introduction to Literature 3 credits **
- ENGL 211 - World Literature I 3 credits *
- ENGL 212 - World Literature II 3 credits *
- ENGL 221 - British Literature I 3 credits
- ENGL 222 - British Literature II 3 credits
- ENGL 241 - American Literature I 3 credits
- ENGL 242 - American Literature II 3 credits
- ENGL 268 - Literature 3 credits
- FREN 101 - Introductory French I 4 credits
- FREN 102 - Introductory French II 4 credits
- FREN 201 - Intermediate French I 3 credits
- FREN 202 - Intermediate French II 3 credits
- HIST 121 - Western Civilization I 3 credits *
- HIST 122 - Western Civilization II 3 credits *
- LAKL 101 - Introductory Lakota I 3-4 credits 4 credits
- LAKL 102 - Introductory Lakota II 3-4 credits 4 credits
- MUS 100 - Music Appreciation 3 credits *
- PHIL 100 - Introduction to Philosophy 3 credits
- PHIL 200 - Introduction to Logic 3 credits
- SPAN 101 - Introductory Spanish I 4 credits *
- SPAN 102 - Introductory Spanish II 4 credits *

- SPAN 201 - Intermediate Spanish I 3 credits *
- SPAN 202 - Intermediate Spanish II 3 credits *
- THEA 100 - Introduction to Theatre 3 credits *
- THEA 131 - Introduction to Acting 3 credits
- THEA 200 - Theatre History 3 credits *
- THEA 201 - Film Appreciation 3 credits *

Students are required to complete a course that provides a globalization/global perspective. Courses marked with an "" meet this requirement.

**Course meets the written communication requirement (SGR).

Students may not use the same course to meet both a SGR requirement and a written communication requirement.

GOAL 5: Mathematics 3 Credits

- MATH 102 - College Algebra 3 credits
- MATH 103 - Quantitative Literacy 3 credits
- MATH 104 - Finite Mathematics 4 credits
- MATH 115 - Precalculus 5 credits
- MATH 120 - Trigonometry 3 credits
- MATH 121 - Survey of Calculus 4 credits
- MATH 123 - Calculus I 4 credits
- MATH 125 - Calculus II 4 credits
- MATH 201 - Introduction to Discrete Mathematics 3 credits
- MATH 225 - Calculus III 4 credits
- MATH 281 - Introduction to Statistics 3 credits

GOAL 6: Natural Sciences 6 Credits *

* Combinations not permitted because of excessive duplication are BIOL 101 and BIOL 151; CHEM 106 and CHEM 112; CHEM 108 and CHEM 114; PHYS 111 and PHYS 211; or PHYS 113 and PHYS 213.

- A&S 121 - Science: The Core of Discovery I 4 credits
- A&S 121L - Science: The Core of Discovery I Lab 0 credits
- BIOL 101 - Biology Survey I 3 credits
- BIOL 101L - Biology Survey I Lab 0 credits
- BIOL 103 - Biology Survey II 3 credits
- BIOL 103L - Biology Survey II Lab 0 credits
- BIOL 151 - General Biology I 4 credits
- BIOL 151L - General Biology I Lab 0 credits
- BIOL 165 - General Zoology 4 credits
- BIOL 165L - General Zoology Lab 0 credits
- BIOL 201 - General Botany 4 credits
- BIOL 201L - General Botany Lab 0 credits
- CHEM 106 - Chemistry Survey 3 credits
- CHEM 106L - Chemistry Survey Lab 1 credit
- CHEM 108 - Organic and Biochemistry 4 credits
- CHEM 108L - Organic and Biochemistry Lab 1 credit

- CHEM 112 - General Chemistry I 4 credits
- CHEM 112L - General Chemistry I Lab 0 credits
- CHEM 114 - General Chemistry II 4 credits
- CHEM 114L - General Chemistry II Lab 0 credits
- GEOG 132 - Physical Geography Natural Landscapes 4 credits
- GEOG 132L - Physical Geography Natural Landscapes Lab 0 credits
- PHYS 111 - Introduction to Physics I 4 credits
- PHYS 111L - Introduction to Physics I Laboratory 0 credits
- PHYS 113 - Introduction to Physics II 4 credits
- PHYS 113L - Introduction to Physics II Laboratory 0 credits
- PHYS 211 - University Physics I 4 credits
- PHYS 211L - University Physics I Laboratory 0 credits
- PHYS 213 - University Physics II 4 credits
- PHYS 213L - University Physics II Laboratory 0 credits

GOAL 7: Information Literacy 0 Credits

Students will have met this Goal when they complete Goal 1 Written Communication and Goal 2 Oral Communication.

Institutional Graduation Requirement 11 Credits

GOAL 1: Info. Systems & Computer Technology 6 Credits

- CSC 105 - Introduction to Computers 3 credits
- CSC 123 - Problem Solving and Programming 3 credits

OR

- CSC 150 - Computer Science I 3-4 credits
- CIS 130 - Visual Basic Programming

GOAL 2: Written Communications 3 Credits

- ENGL 210 - Introduction to Literature 3 credits
- HIST 151 - United States History I 3 credits
- HIST 152 - United States History II 3 credits
- HIST 256 - World History 3 credits
- SOC 100 - Introduction to Sociology 3 credits
- SOC 150 - Social Problems 3 credits
- SOC 285 - Society and Technology 3 credits

All courses listed above also meet the System General Education Requirements (SGR). Students may not use the same course to meet both an SGR requirement and a written communications requirement.

GOAL 3: Personal Wellness and Fitness 2 Credits

- WEL 100 - Wellness for Life 1 credit
- WEL 100L - Wellness Lab 1 credit

Choose 15 credits from three of the following emphasis areas 45 Credits

- **Allied Health:** HIM, NURS, RESP
- **Business:** ACCT, BADM, BED, ECON, OED
- **Education:** ED, EDER, EDFN, EPSY, ELED, INED, MLED, SEED, SPED
- **Fine Art:** ART, ARTD, ARTH, DAD, GFA, MUAP, MUED, MUEN, MUS, THEA
- **Humanities:** ENGL (literature), HIST (western & world civilization), HUM, MCOM, PHIL, REL, SPCM, foreign languages (ARAB, FREN, GER, GREE, LAKL, RUSS, SPAN)
- **Social Science:** ANTH, CJUS, GEOG, GLST, HIST (except western and world civilization), POLS, PSYC, SOC, WMST
- **Science and Mathematics:** BIOL, CHEM, ESCI, MATH, PHSI, PHYS
- **Technology:** CIS, CSC, ELED 422, GAME, SCTC
- **Wellness:** EXS, HLTH, PE, WEL

Independent Study — 3 Credits

Criteria for Capstone Course:

1. Independent study class, created for individual students with a faculty member assigned who has expertise/interest in the areas of emphasis.
2. Capstone course meets the writing requirement for a degree program.
3. Fifteen page paper on a contemporary issue related to the three areas of emphasis.
4. Updated vita.
5. Learning statement explaining how the three areas of emphasis have prepared the student for their career.

- GS 491 - Independent Study 1-3 credits (3 credits required)

Electives — 31 Credits

Center of Excellence Honors Program

The primary goal of the Center of Excellence in Computer Information Systems is to prepare graduates who can take the lead in the development and application of information technology tools in business, industry, government and education.

The Center of Excellence Honors Program provides an opportunity for students who demonstrate superior academic performance, exhibit leadership potential and have a desire to participate in CEX/Honors events to become members of the Center. Students from any program of study may be admitted if they meet the admission standards.

Admission Requirements

- ACT score of 24 or above, or
- Cumulative university GPA of 3.2 or higher

Continued Membership

To maintain membership, students must

- Maintain cumulative university GPA of 3.2 or higher,
- Actively participate in Center activities, and
- Maintain full-time academic enrollment

Program Requirements

To graduate from the honors program, students must complete 18 credit hours that meet these academic requirements:

- At least 12 credit hours of coursework from the list of approved Center of Excellence courses.
- No more than 6 credit hours of coursework from the list of approved honors courses (these courses are identified with the HON prefix or are honors-infused courses)
- 12 credit hours at the 100-level or higher.
- 6 credit hours at the 400-level and must include a capstone experience.

Graduation Requirements

- Complete graduation requirements for a baccalaureate degree at DSU;
- Complete minor requirements above;
- Graduate with cumulative university GPA of 3.2 or higher; and
- Complete the formal graduation application with the Center of Excellence Director, noting how the program requirements have been met

Approved Center of Excellence Course List

Two different types of courses meet the course requirements for graduating from the Center of excellence Honors Program. Each college dean may nominate courses offered by the colleges for this designation. In order to be placed on the approved list a course must include a technology component, a theory component and an application component. Faculty who wish to teach center seminars or other special courses not on the approved list must submit a syllabus for the course to the Center of Excellence Director.

Courses with an HON prefix also meet Center requirements. Faculty who wish to teach HON seminars must submit a syllabus for the course to the center of Excellence Director for approval. Besides the HON courses already offered by the institution, students have the opportunity to infuse an honors component into regular course content. Students wishing to enroll in an honors-infused course should consult with the instructor to develop the honors content. Faculty who wish to teach courses that infuse honors content should submit a detailed description of the honors content to the center of Excellence Honors Program Director prior to the course being taught. Whenever possible, this content should be developed prior to the end of the semester preceding the semester the course would be offered. An honors-infused course meets at the same time as the regularly scheduled course.

- ACCT 210 - Principles of Accounting I — 3 credits
- ACCT 211 - Principles of Accounting II — 3 credits
- ARTD 431 - Computer Graphic Effects I — 3 credits
- ARTD 432 - Computer Graphic Effects II — 3 credits
- ARTD 436 - Digital Photography II — 3 credits
- BADM 321 - Business Statistics II — 3 credits
- BADM 378 - Marketing for E-Commerce — 3 credits
- BADM 476 - Marketing Research — 3 credits
- BADM 482 - Business Policy and Strategy — 3 credits
- BADM 494 - Internship — 1-12 credits
- BIOL 311 - Principles of Ecology — 4 credits
- BIOL 371 - Genetics — 4 credits
- BIOL 450 - Aquatic Biology — 4 credits
- BIOL 498 - Undergraduate Research/Scholarship — 1-12 credits
- CHEM 328 - Organic Chemistry II — 3 credits
- CHEM 332 - Analytical Chemistry — 3 credits
- CHEM 452 - Inorganic Chemistry — 3 credits
- CIS 251 - Business Applications Programming — 3 credits
- CIS 275 - Web Application Programming I — 3 credits
- CIS 325 - Management Information Systems — 3 credits
- CIS 332 - Structured Systems Analysis and Design — 3 credits
- CIS 340 - Java Programming — 3 credits
- CIS 350 - Computer Hardware, Data Communications and Networking — 3 credits
- CIS 375 - Web Application Programming II — 3 credits
- CIS 383 - Networking I — 3 credits

- CIS 384 - Decision Support Systems 3 credits
- CIS 385 - Networking II 3 credits
- CIS 424 - Software Development with Agile Methodologies 3 credits
- CIS 427 - Information Systems Planning & Mgmt. 3 credits
- CIS 484 - Database Management Systems 3 credits
- CIS 487 - Database Programming 3 credits
- CIS 488 - Advanced Database Issues 3 credits
- CIS 492 - Topics 1-5 credits
- CIS 494 - Internship 1-8 credits
- CSC 260 - Object Oriented Design 3 credits
- CSC 300 - Data Structures 3 credits
- CSC 410 - Parallel Computing 3 credits
- CSC 432 - Malware Analysis 3 credits
- CSC 434 - Web Software Security 3 credits
- CSC 436 - Offensive Network Security 3 credits
- CSC 438 - Defensive Network Security 3 credits
- CSC 466 - Language Processing 3 credits
- CSC 470 - Software Engineering 3 credits
- CSC 494 - Internship 1-8 credits
- CSC 498 - Undergraduate Research/Scholarship 1-6 credits
- EDFN 338 - Foundations of American Education 1-2 credits
- EDFN 365 - Computer-Based Technology & Learning 2-3 credits
- EDFN 465 - Multimedia Web Development in Educ. 2-3 credits
- ELED 488 - K-8 Student Teaching 2-16 credits
- ENGL 401 - Advanced Writing 3 credits
- ENGL 408 - Writing for the Web 3 credits
- ENGL 466 - Text Markup and Processing 3 credits
- ENGL 467 - English Informatics 3 credits
- HON 101 - Composition I 3 credits
- HON 105 - Introduction to Computers 3 credits
- HON 111 - Composition/Introduction to Computers 5 credits
- HON 112 – Intro. to Music/Introduction to Computers 5 credits
- HON 114 - Principles of Programming and College Algebra 4 credits
- HON 116 - Composition/Oral Communications and Introduction to Computers 7 credits
- HON 130 - Visual Basic Programming 3 credits
- HON 150 - Computer Science I 3 credits
- HON 201 - Composition II 3 credits
- HON 231 - Literature and Aesthetics 4 credits
- HON 250 - Computer Science II 3 credits
- HON 251 - Business Applications Programming 3 credits
- HON 285 - Society and Technology 3 credits
- HON 291 - Independent Study 1-4 credits

- HON 363 - Dramatic Literature and Theatre 4 credits
- HON 390 - Seminar 1-3 credits
- HON 491 - Independent Study 1-12 credits
- HON 498 - Undergraduate Research/Scholarship 1-12 credits
- MATH 361 - Modern Geometry 3 credits
- MATH 418 - Mathematical Modeling 3 credits
- MCOM 360 - Technical Publishing 3 credits
- MCOM 389 - Portfolio & Professional Development 1-3 credits
- MCOM 409 - Information Architecture 3 credits
- SCTC 303 - Intro to Biological Instrumentation 3 credits
- SEED 488 - 7-12 Student Teaching 2-16 credits
- SPED 488 - Student Teaching in Special Education 1-16 credits

Center of Excellence Minor

The primary goal of the Center of Excellence in Computer Information Systems is to prepare graduates who can take the lead in the development and application of information technology tools in business, industry, government and education.

To graduate from the Center of Excellence, students must complete an 18-credit hours minor from the approved list of Center of Excellence courses. The Center of Excellence minor must include 6 credit hours at the 400-level, with some of the 400-level credits earned in a capstone experience course (either from the approved list or from the student's program of study).

Graduation Requirements

- Complete graduation requirements for a baccalaureate degree at DSU;
- Complete minor requirements above;
- Graduate with cumulative university GPA of 3.2 or higher; and
- Complete the formal graduation application with the Center of Excellence Director, noting how the program requirements have been met

Approved Center of Excellence Course List

Center of Excellence courses must include a technology component, a theory component and an application component. Faculty who wish to teach center seminars or other special courses not on the approved list must submit a syllabus for the course to the center of Excellence Director.

- ACCT 210 - Principles of Accounting I 3 credits
- ACCT 211 - Principles of Accounting II 3 credits
- ARTD 431 - Computer Graphic Effects I 3 credits
- ARTD 432 - Computer Graphic Effects II 3 credits
- ARTD 436 - Digital Photography II 3 credits
- BADM 321 - Business Statistics II 3 credits
- BADM 378 - Marketing for E-Commerce 3 credits
- BADM 411 - Investments 3 credits

- BADM 476 - Marketing Research 3 credits
- BADM 482 - Business Policy and Strategy 3 credits
- BADM 494 - Internship 1-12 credits
- BIOL 311 - Principles of Ecology 4 credits
- BIOL 371 - Genetics 4 credits
- BIOL 450 - Aquatic Biology 4 credits
- BIOL 498 - Undergraduate Research/Scholarship 1-12 credits
- CHEM 328 - Organic Chemistry II 3 credits
- CHEM 332 - Analytical Chemistry 3 credits
- CHEM 452 - Inorganic Chemistry 3 credits
- CIS 251 - Business Applications Programming 3 credits
- CIS 275 - Web Application Programming I 3 credits
- CIS 325 - Management Information Systems 3 credits
- CIS 332 - Structured Systems Analysis and Design 3 credits
- CIS 340 - Java Programming 3 credits
- CIS 350 - Computer Hardware, Data Communications and Networking 3 credits
- CIS 375 - Web Application Programming II 3 credits
- CIS 383 - Networking I 3 credits
- CIS 384 - Decision Support Systems 3 credits
- CIS 385 - Networking II 3 credits
- CIS 424 - Software Development with Agile Methodologies 3 credits
- CIS 427 - Information Systems Planning & Mgmt. 3 credits
- CIS 484 - Database Management Systems 3 credits
- CIS 487 - Database Programming 3 credits
- CIS 488 - Advanced Database Issues 3 credits
- CIS 492 - Topics 1-5 credits
- CIS 494 - Internship 1-8 credits
- CSC 260 - Object Oriented Design 3 credits
- CSC 300 - Data Structures 3 credits
- CSC 410 - Parallel Computing 3 credits
- CSC 432 - Malware Analysis 3 credits
- CSC 434 - Web Software Security 3 credits
- CSC 436 - Offensive Network Security 3 credits
- CSC 438 - Defensive Network Security 3 credits
- CSC 466 - Language Processing 3 credits
- CSC 470 - Software Engineering 3 credits
- CSC 494 - Internship 1-8 credits
- CSC 498 - Undergraduate Research/Scholarship 1-6 credits
- EDER 415 - Educational Assessment 2 credits
- EDFN 338 - Foundations of American Education 1-2 credits
- EDFN 365 - Computer-Based Technology and Learning 2-3 credits
- EDFN 465 - Multimedia Web Development in Education 2-3 credits

- ELED 488 - K-8 Student Teaching 2-16 credits
- ENGL 401 - Advanced Writing 3 credits
- ENGL 408 - Writing for the Web 3 credits
- ENGL 466 - Text Markup and Processing 3 credits
- ENGL 467 - English Informatics 3 credits
- ELED 422 - K-8 Science and Math Technology 1-2 credits
- MATH 361 - Modern Geometry 3 credits
- MATH 418 - Mathematical Modeling 3 credits
- MCOM 360 - Technical Publishing 3 credits
- MCOM 389 - Portfolio & Professional Development 1-3 credits
- MCOM 409 - Information Architecture 3 credits
- SCTC 303 – Intro. to Biological Instrumentation 3 credits
- SEED 488 - 7-12 Student Teaching 2-16 credits
- SPED 431 - Identification and Assessment in Special Education 2-3 credits
- SPED 465 - Computer Applications Special Educ. 3 credits
- SPED 488 - Student Teaching in Special Education 1-16 credits

College of Arts and Sciences

Biology Education, B.S.E.
Biology for Information Systems, B.S.
Computer Game Design, B.S.
Digital Arts and Design, B.S.

- Audio Production Specialization
- Computer Graphic Specialization
- Film and Cinematics Arts Specialization
- Production Animation Specialization
- Web Design and Production Specialization

English Education, B.S.E.
English for New Media, B.S.
Mathematics Education, B.S.E.
Mathematics for Information Systems, B.S.
Physical Science, B.S.
Professional and Technical Communication, B.S.
Respiratory Care, A.S.
Respiratory Care, B.S.

Minors:

- Art Minor
- Audio Production Minor
- Biology Minor
- Chemistry Minor
- Computer Graphics Minor
- Digital Editing Minor
- Digital Photography Minor
- English Minor
- English for New Media Minor
- History Minor
- Mathematics, Applied Minor
- Mathematics, Elementary Education Minor
- Multimedia/Web Design Minor
- Physics Minor
- Production Animation 2-D Minor
- Production Animation 3-D Minor
- Professional & Technical Communication Minor
- Sociology Minor
- Spanish Minor
- Speech Communication/Theatre Minor

Certificates:

- English for New Media Certificate
- Information Systems Management
  - Information Systems Management: Digital Photography
  - Information Systems Management: Multimedia
  - Information Systems Management: Multimedia Design & Production
  - Information Systems Management: Website Design and Development
- Professional and Technical Communication Certificate

Honors Program: General Beadle Honors Program

Faculty

Benjamin Jones, Associate Professor and Dean
Dale Droge, Professor and Academic Coordinator
Bruce Feistner, Associate Professor and Director of Respiratory Care Program

Professors: Richard Avery, Kristel Bakker, Justin Blessinger, Susan Conover, Kari Forbes-Boyte, Thomas Jones, Kurt Kemper, Alan Montgomery, John Nelson, Jeffrey Palmer, Barbara Szczerbinska

Associate Professors: Glenn Berman, Stacey Berry, Jeffrey Howard, Viki Johnson, Mary Reinesch, Joseph Staudenbaur

Assistant Professors: Ryan English, Michael Gaylor, Shreelina Ghosh, Wayne Madsen, Daniel Mortenson, Jill Olson, Edoardo Persichetti, Zhe Ren, William Sewell, Valorie Stalcup, Giles Timms

Instructors/Lecturers: Angela Behrends, Sandra Champion, Rich Hennies, John Hollingsworth, Deana Hueners-Nelson, Kim Jones, Michael Lynch, Kelly MacLeod, Nevine Nawar, D. Scott Richardson, Mark Spanier, Kelly Steinmetz, Lacy Wilder

Mission

The College of Arts and Sciences offers a variety of programs and courses leading to successful careers. Computer technology is integrated throughout all majors. The College offers the majority of the general education courses that serve as background for all degrees. Faculty in the arts, English, and social sciences are principally located in Beadle Hall. Math and science faculty are located in the C. Ruth Habeger Science Center. The clinical faculty in Respiratory Care are located at Avera McKennan and Sanford USD Medical Center in Sioux Falls and Rapid City Regional Hospital in Rapid City.

The disciplines within the College of Arts and Sciences are Art, Art Design, Biology, Chemistry, Computer Game Design, Digital Arts & Design, English, Geography, History, Mass Communication, Mathematics, Music, Physics, Physical Science, Respiratory Care, Sociology, Spanish, Speech, and Theatre. In addition to degree programs, the College of Arts and Sciences offers majors, minors, and courses which qualify students to apply for admission to professional schools.

Center of Excellence Honors Program

The Dakota State University Center of Excellence Honors Program targets high achieving students; successful completion of the program requirements by the student will result in the student being designated "Center of Excellence Honors Graduate." This designation will appear on the student's transcripts, diplomas, and the commencement program. The full program can be found in the General Studies section of this catalog.

Bachelor of Science in Education, Biology Education

Students majoring in this program follow the guidelines of the National Science Teachers Association take a biology core and supporting science, computer and mathematics courses. Students majoring in this program will be prepared to teach Biology and a selected minor at the secondary level.

System-wide General Education Requirement 30 Credits

Majors must take EPSY 210, INED 211, BIOL 151, BIOL 165, and MATH 102 as part of the System-wide General Education Requirement.

Institutional Graduation Requirement 11 Credits

Majors must take CIS 130 as part of the Institutional Graduation Requirement.

Note: Students should complete professional education coursework concurrently with general education and content major coursework.

Biology Component 31 Credits

- BIOL 145 - Introduction to Scientific Inquiry 1 credit
- BIOL 201 - General Botany 4 credits
- BIOL 221 - Human Anatomy 4 credits
- BIOL 311 - Principles of Ecology 4 credits
- BIOL 371 - Genetics 4 credits
- BIOL 498 - Undergraduate Research / Scholarship 1-12 credits 2 credits
- Select 12 credits from the following: 12 credits
  - BIOL 325 – Physiology 4 credits
  - BIOL 331 - Microbiology 4 credits
  - BIOL 343 - Cell and Molecular Biology 4 credits
  - BIOL 365 - Vertebrate Zoology 4 credits
  - BIOL 410 - Conservation Biology 3 credits
  - BIOL 415 - Mycology 3 credits
  - BIOL 450 - Aquatic Biology 4 credits
  - BIOL 492 - Topics 1-5 credits 1-4 credits required *

* May be repeated provided student does not enroll in the same topics courses. One credit Biology special topics offering may not be combined to substitute for a required or elective three-or-four credit Biology course.

Chemistry Component 8 Credits

- CHEM 112 - General Chemistry I 4 credits
- CHEM 114 - General Chemistry II 4 credits

Computer Technology Component 6 Credits

- CIS 350 - Computer Hardware, Data Communications and Networking 3 credits
- SCTC 303 - Intro to Biological Instrumentation 3 credits

Professional Education Courses — 28 Credits

All Professional Education Courses must be completed with a "C" or better.
[1] No grade less than a "C" and must be completed prior to admission to Teacher Education
[2] Requires field experience.

- EDFN 338 - Foundations of American Education 1-2 credits — 2 credits required [1, 2]
- EDFN 475 - Human Relations — 3 credits
- EPSY 302 - Educational Psychology 2-3 credits — 3 credits required [1, 2]
- SEED 295 - Practicum — 1 credit
- SPED 100 - Introduction to Persons with Exceptionalities 2-3 credits — 3 credits required [1, 2]

Note: Admission to the Teacher Education Program is required for the remaining courses. See Requirements for Admission in the College of Education section.

- SEED 302 - Secondary/Middle Content Area: Major 2-3 credits — 2 credits required [2]
- SEED 401 - Methods of Educational Technology — 1 credit
- SEED 440 - Classroom Management 1-3 credits — 2 credits required
- SEED 450 - Reading and Content Literacy 1-3 credits — 3 credits required [2]
- SEED 488 - 7-12 Student Teaching 2-16 credits — 8 credits required

Elective — 6 Credits

Yearlong Residency / Student Teaching

Teacher candidates complete a yearlong residency / student teaching capstone experience during the final two semesters prior to graduation. Placements are made in districts with which the College of Education has a formal partnership and whose personnel are trained in the co-teaching model. Out-of-area placements are not granted for the yearlong residency / student teaching experience.

Students planning to teach outside South Dakota are encouraged to take

- HLTH 201 - ATOD Prevention Education — 2 credits

Minor/Endorsement Programs

(Minors leading to South Dakota certification)

See Education Endorsement Programs in College of Education section for a list of all available minor/endorsement programs for K-12 and Secondary Education majors.

Bachelor of Science in Biology for Information Systems

Students majoring in this program will be prepared to become employees for the science-based industries, medical fields, and agencies that use modern technology. This program provides an excellent background in computer science/information systems technology as well as a solid foundation in biology, supporting sciences, and mathematics. The graduates of this program will be capable of problem solving and developing marketing strategies for products of research and service in the science-based information industries, such as the biotechnology industry where a background in science and technology, is increasingly necessary. This program also provides an excellent foundation for persons wishing to pursue a specialized professional career such as medicine, dentistry, etc. or to obtain advanced education in the health fields or biological science.

System-wide General Education Requirement 30 Credits

Majors must take BIOL 151 and BIOL 165 as part of the System-wide General Education Requirement.

Institutional Graduation Requirement 11 Credits

Biology Component 37 Credits

- BIOL 145 - Introduction to Scientific Inquiry 1 credit
- BIOL 201 - General Botany 4 credits
- BIOL 221 - Human Anatomy 4 credits
- BIOL 311 - Principles of Ecology 4 credits
- BIOL 331 - Microbiology 4 credits
- BIOL 343 - Cell and Molecular Biology 4 credits
- BIOL 371 - Genetics 4 credits
- BIOL 498 - Undergraduate Research/Scholarship 1-12 credits 2 credits
- Select 10 credits from the following 10 credits
    - BIOL 325 - Physiology 4 credits
    - BIOL 365 - Vertebrate Zoology 4 credits
    - BIOL 410 - Conservation Biology 3 credits
    - BIOL 415 - Mycology 3 credits
    - BIOL 450 - Aquatic Biology 4 credits
    - BIOL 492 - Topics 1-5 credits 1-4 credits required *

* May be repeated provided student does not enroll in the same topics course. One credit Biology topics offering may not be combined to substitute for a required or elective three-or-four credit Biology course.

Math and Science Core Support Courses — 23 Credits

- CHEM 112 - General Chemistry I — 4 credits
- CHEM 114 - General Chemistry II — 4 credits
- MATH 281 - Introduction to Statistics — 3 credits
- Select 12 credits from the following — 12 credits
  - CHEM 326 - Organic Chemistry I — 3 credits
  - CHEM 326L - Organic Chemistry I Lab — 1 credit
  - CHEM 328 - Organic Chemistry II — 3 credits
  - CHEM 328L - Organic Chemistry II Lab — 1 credit
  - CHEM 332 - Analytical Chemistry — 3 credits
  - CHEM 332L - Analytical Chemistry Lab — 1 credit
  - CHEM 460 - Biochemistry — 3 credits
  - CHEM 492 - Topics — 1-4 credits
  - EXS 350 - Exercise Physiology — 3 credits
  - EXS 353 - Kinesiology 2-3 credits — 3 credits
  - HIM 130 - Basic Medical Terminology — 2 credits
  - HLTH 422 - Nutrition — 3 credits
  - MATH 123 - Calculus I — 4 credits
  - MATH 125 - Calculus II — 4 credits
  - MATH 418 - Mathematical Modeling — 3 credits
  - PHYS 111 - Introduction to Physics I — 4 credits
  - PHYS 113 - Introduction to Physics II — 4 credits
  - PHYS 211 - University Physics I — 4 credits
  - PHYS 213 - University Physics II — 4 credits

*Students planning to pursue a career in medicine or other health professions are encouraged to take CHEM 326, CHEM 460, CHEM 492, MATH 125 or MATH 201 and PHYS 113.

Science Technology Courses — 9 Credits

- ENGL 379 - Technical Communication — 3 credits
- SCTC 303 - Introduction to Biological Instrumentation — 3 credits
- SCTC 345 - Introduction to Bioinformatics — 3 credits

Electives — 10 Credits

Three of these electives will have been met upon completion of BIOL 151 and BIOL 165 as part of the system general education requirement.

Bachelor of Science in Computer Game Design

This degree provides students with the fundamental skills needed to work in video game design, development, and production or in similar areas such as interactive or simulation based software and digital media. The program is interdisciplinary and requires substantial teamwork from students while they take courses in game design, digital arts, and software design. Core courses include writing, two-dimensional and three-dimensional design, software development, calculus, and physics. Electives enable students to pursue their interests or enhance specific design and development skills.

Video games are an engine for economic growth. In 2013, worldwide sales topped $93 billion, with projections that global sales will reach $111.1 billion in 2015. In the United States, sales exceeded $22 billion in revenue. Computer and video game companies directly and indirectly employ more than 146,000 people in the United States. Job titles and duties vary by genre and company organization, and jobs change rapidly as new technology emerges.

System-wide General Education Requirement 30 Credits

Majors must take ART 121, MATH 123, PHYS 111/PHYS 113 or PHYS 211/PHYS 213 as part of the System-wide General Education Requirement.

Institutional Graduation Requirement 11 Credits

Majors must take CSC 150 as part of the Institutional Graduation Requirement.

Required Courses 60 Credits

- ARTD 282 - 2-D Design on Computers I 3 credits
- ARTD 285 - 2-D Design on Computers II 3 credits
- ARTD 382 - 3-D Design on Computers I 3 credits
- ARTD 385 - 3-D Design on Computers II 3 credits
- ARTD 431 - Computer Graphic Effects I 3 credits
- CIS 275 - Web Application Programming I 3 credits
- CIS 332 - Structured Systems Analysis and Design 3 credits
- CIS 375 - Web Application Programming II 3 credits
- CSC 250 - Computer Science II 3 credits
- CSC 260 - Object Oriented Design 3 credits
- CSC 300 - Data Structures 3 credits
- DAD 375 - Storyboarding 3 credits
- GAME 111 - Introduction to Game Design 3 credits
- GAME 222 - Computer Game Analysis & Dev. 3 credits
- GAME 333 - Project and Process I 3 credits
- GAME 334 - Project and Process II 3 credits
- GAME 444 - Project Development I 3 credits
- GAME 445 - Project Development II 3 credits
- MATH 282 - Mathematics of Games 3 credits
- MCOM 353 - Web-Based Interactivity 3 credits

Electives 19 Credits

Note:

Students may complete their degree by earning the 19 elective credits from any area. Students might pursue additional courses in art or programming or interests as varied as history or economics.

Emphasis:

Students may concentrate on a specific area of game development by taking additional courses. To earn an optional Emphasis, students may (in consultation with their program advisor) select and complete 30 credits from one of the following three areas:

Game Art Emphasis — 30 Credits

- ART 111 - Drawing I — 3 credits
- ART 122 - Design II Color — 3 credits
- ART 123 - Three Dimensional Design — 3 credits
- ART 212 - Drawing IV: Mixed Media — 3 credits
- ART 213 - Figure Drawing — 3 credits
- ART 231 - Painting I — 3 credits
- ART 340 - Sculpture Techniques 2-3 credits — 3 credits
- ARTD 185 - Introduction to Animation — 3 credits
- ARTD 245 - History of Graphics — 3 credits
- ARTD 250 - 2D Digital Animation — 3 credits
- ARTD 286 - Motion Graphics and Compositing — 3 credits
- ARTD 336 - Digital Photography I — 3 credits
- ARTD 356 - Digital Painting — 3 credits
- ARTD 388 - Environmental Design — 3 credits
- ARTD 436 - Digital Photography II — 3 credits
- ARTD 439 - 3-D Character Design and Modeling — 3 credits
- ARTD 441 - 3-D Character Animation — 3 credits
- ARTD 460 - Digital Editing — 3 credits
- ARTD 480 - Studio Processes — 3 credits
- GAME 491 - Independent Study 1-3 credits — 3 credits
- GAME 492 - Topics 1-3 credits — 3 credits

Narrative Design Emphasis — 30 Credits

- ARTD 185 - Introduction to Animation — 3 credits
- CIS 447 - Artificial Intelligence — 3 credits
- DAD 310 - Digital Soundtrack Production — 3 credits
- GAME 291 - Independent Study 1-3 credits — 3 credits
- GAME 292 - Topics 1-3 credits — 3 credits
- GAME 360 - Narrative Design — 3 credits
- GAME 363 - Game Genres: — 3 credits
- GAME 365 - Classical Myth and Media — 3 credits
- GAME 366 - Contemporary Myth and Media — 3 credits
- GAME 370 - Game Mechanics: — 3 credits

- GAME 375 - Level Design I 3 credits
- GAME 475 - Level Design II 3 credits
- GAME 491 - Independent Study 1-3 credits 3 credits
- GAME 492 - Topics 1-3 credits 3 credits

Software Development Emphasis 30 Credits

- CIS 447 - Artificial Intelligence 3 credits
- CIS 468 - Scripting for Network Administration 3 credits
- CIS 484 - Database Management Systems 3 credits
- CIS 487 - Database Programming 3 credits
- CSC 403 - Programming Graphical User Interface 3 credits
- CSC 410 - Parallel Computing 3 credits
- CSC 433 - Computer Graphics 3 credits
- CSC 451 - Mobile Development Environments 3 credits
- CSC 456 - Operating Systems 3 credits
- CSC 461 - Programming Languages 3 credits
- CSC 466 - Language Processing 3 credits
- CSC 482 - Algorithms and Optimization 3 credits
- GAME 491 - Independent Study 1-3 credits 3 credits
- GAME 492 - Topics 1-3 credits 3 credits
- MATH 201 - Introduction to Discrete Mathematics 3 credits
- MATH 315 - Linear Algebra 3-4 credits 3 credits
- MATH 316 - Discrete Mathematics 2-3 credits 3 credits

Note:

Students double majoring in Computer Science and Computer Game Design are required to take other courses as part of the Computer Game Design requirements that address the content of CIS 383 and CSC 470, so these two courses are being waived from the CSC major requirements.

Bachelor of Science in Digital Arts and Design

A Bachelor of Science in Digital Arts and Design prepares graduates for careers as graphic designers, multi-media artists and animators, performers, set/exhibit designers, web designers, and videographers. Students acquire technical skills, training and experiences preparing them to move into the rapidly expanding sectors of New Media Arts and Design, including animation/motion graphics, film and cinematic arts, web design, audio production and computer graphics. The program also emphasizes the "soft skills" so desired by New Media Arts and Design, including creativity, team building, critical thinking and problem solving, and an understanding of symbolic communication.

System-wide General Education Requirement 30 Credits

All majors must take ART 121 and SOC 285 as part of the System-wide General Education Requirements. Students who choose the Film and Cinematic Arts and the Production Animation specializations must also include THEA 131; students who choose the Audio Production specialization must also include CSC 150.

Institutional Graduation Requirement 11 Credits

Students in the Audio Production specialization or the Web Design and Production specialization are required to take CSC 150; all other specializations may choose either CSC 123 or CSC 150 or CIS 130.

Major Core Requirements 25 Credits

- ART 122 - Design II Color 3 credits
- ARTD 185 - Introduction to Animation 3 credits
- ARTD 282 - 2-D Design on Computers I 3 credits
- DAD 180 - Introduction to Digital Storytelling 3 credits
- DAD 222 - Audio Production I: Foundations 3 credits
- DAD 494 - Internship 1-3 credits 1 credit
- DAD 498 - Undergraduate Research/Scholarship 1-3 credits 3 credits
- ENGL 480 - Contemporary Rhetoric 3 credits
- MCOM 353 - Web-Based Interactivity 3 credits

Choose one of the following specializations

Audio Production Specialization 43 Credits

Students in this specialization must take ART 121, CSC 150 and SOC 285 as part of the general education requirements.

- BADM 360 - Organization and Management 3 credits
- CIS 350 - Computer Hardware, Data Communications and Networking 3 credits
- DAD 310 - Digital Soundtrack Production 3 credits

- DAD 322 - Audio Production II; Multi-track Envir 3 credits
- DAD 323 - Live Sound Reinforcement 3 credits
- DAD 350 - Recording Sessions 2 credits
- DAD 422 - Audio Production III: Advanced Techniques and MIDI Music 3 credits
- DAD 423 - Midi Techniques 3 credits
- DAD 424 - Audio for Video Post Production 3 credits
- GAME 111 - Introduction to Game Design 3 credits
- MUAP 110 - Applied Music-Keyboard 1-4 credits 2 credits
  OR
- MUAP 152 - Applied Music 1-2 credits
  MUS 108 - Basic Musicianship for Audio/Music Indu 3 credits
- MUS 204 - Introduction to American Pop Music 3 credits
- MUS 292 - Topics 1-5 credits 3 credits
- THEA 241 - Stagecraft 3 credits

Electives 11 Credits

Computer Graphic Specialization 48 Credits

Students in this specialization must take ART 121 and SOC 285 as part of the general education requirements.

- ART 111 - Drawing I 3 credits
- ART 123 - Three Dimensional Design 3 credits
- ART 231 - Painting I 3 credits
- ARTD 245 - History of Graphics 3 credits
- ARTD 285 - 2-D Design on Computers II 3 credits
- ARTD 306 - Advanced Graphics Applications 3 credits
- ARTD 336 - Digital Photography I 3 credits
- ARTD 339 - Advanced Computer Graphic Design 3 credits
- ARTD 356 - Digital Painting 3 credits
- ARTD 382 - 3-D Design on Computers I 3 credits
- ARTD 385 - 3-D Design on Computers II 3 credits
- ARTD 431 - Computer Graphic Effects I 3 credits
- ARTD 432 - Computer Graphic Effects II 3 credits
- ARTD 436 - Digital Photography II 3 credits
- ARTD 460 - Digital Editing 3 credits
- MCOM 362 - Digital Typography 3 credits

Electives 6 Credits

Students are strongly encouraged to take BADM 370 - Marketing.

Film and Cinematic Arts — 36 Credits

Students in this specialization must take ART 121, SOC 285 and THEA 131 as part of the general education requirements.

- ARTD 286 - Motion Graphics and Compositing — 3 credits
- DAD 255 - Screenwriting — 3 credits
- DAD 330 - Film Editing I — 3 credits
- DAD 335 - Film Editing II — 3 credits
- DAD 340 - Narrative Filmmaking — 3 credits
- DAD 345 - Documentary Filmmaking — 3 credits
- DAD 375 - Storyboarding — 3 credits
- DAD 380 - Professional Dev for Digital Storytellers — 3 credits
- DAD 465 – Adv Film Development and Production — 3 credits
- THEA 201 - Film Appreciation — 3 credits
- THEA 241 - Stagecraft — 3 credits
- THEA 351 - Directing — 3 credits

Electives — 18 Credits

Production Animation Specialization — 51 Credits

Students in this specialization must take ART 121, SOC 285, and THEA 131 as part of the general education requirements.

- ART 111 - Drawing I — 3 credits
- ART 123 - Three Dimensional Design — 3 credits
- ART 213 - Figure Drawing — 3 credits
- ART 231 - Painting I — 3 credits
- ARTD 250 - 2D Digital Animation — 3 credits
- ARTD 260 - Stop-Motion Puppet Animation — 3 credits
- ARTD 285 - 2-D Design on Computers II — 3 credits
- ARTD 286 - Motion Graphics and Compositing — 3 credits
- ARTD 356 - Digital Painting — 3 credits
- ARTD 382 - 3-D Design on Computers I — 3 credits
- ARTD 385 - 3-D Design on Computers II — 3 credits
- ARTD 388 - Environmental Design — 3 credits
- ARTD 439 - 3-D Character Design and Modeling — 3 credits
- ARTD 440 - Advanced 3 Dimensional Design — 3 credits
- ARTD 441 - 3-D Character Animation — 3 credits
- ARTD 460 - Digital Editing — 3 credits
- DAD 375 - Storyboarding — 3 credits

Electives — 3 Credits

Web Design and Production Specialization 51 Credits

Students in this specialization must take ART 121, SOC 285, CSC 150 as part of the general education requirements.

- ARTD 285 - 2-D Design on Computers II 3 credits
- ARTD 306 - Adv Graphics Applications 1-4 credits 3 credits
- Choose one course from the following: 3 credits
  - ARTH 211 - History of World Art I 3 credits
  - ARTH 212 - History of World Art II 3 credits
  - ARTD 245 - History of Graphics 3 credits
- CIS 332 - Structured Systems Analysis and Design 3 credits
- CIS 375 - Web Application Programming II 3 credits
- CSC 208 - Advanced Applications: Database 1 credit
- CSC 250 - Computer Science II 3 credits
- CSC 260 - Object Oriented Design 3 credits
- ENGL 309 - Computer-Supported Collaboration 3 credits
- ENGL 351 - Digital Collection and Curation 3 credits
- ENGL 375 - Publishing for New Media 3 credits
- ENGL 408 - Writing for the Web 3 credits
- ENGL 466 - Text Markup and Processing 3 credits
- MCOM 351 - Web Design 3 credits
- MCOM 352 - Advanced Web Design 3 credits
- MCOM 358 - Principles of Usability Testing 3 credits
- MCOM 389 - Portfolio and Professional Devlopment 1-3 credits 2 credits
- MCOM 409 - Information Architecture 3 credits

Electives 3 Credits

Bachelor of Science in Education, English Education

The English Major for Bachelor of Science in Education is designed to prepare graduates to teach composition, literature, and speech in secondary schools. In addition to gaining skills and knowledge of composition and literary study, students learn computer applications for text processing and language analysis. All DSU teacher education graduates complete a K-12 Educational Technology Endorsement program.

System-wide General Education Requirement — 30 Credits

Majors must take ART 121, ENGL 210, INED 211, SPCM 101, and HIST 151 or HIST 152 as part of the System-wide General Education Requirement.

Institutional Graduation Requirement — 11 Credits

Majors must take CIS 130 and EPSY 210 as part of the Institutional Graduation Requirement.

NOTE: Students should complete professional education coursework concurrently with general education and content major coursework.

Major Requirements — 50 Credits

- CIS 350 - Comp Hardware, Data Com and Netwing — 3 credits
- ENGL 245 - Literature for Young Adults — 3 credits
- ENGL 284 - Introduction to Criticism — 3 credits
- ENGL 310 - Applied Grammar — 3 credits
- ENGL 321 - Multicultural Literature — 3 credits
- ENGL 331 - Contemporary Shakespeare — 2 credits
- ENGL 405 - Media Studies — 3 credits
- ENGL 480 - Contemporary Rhetoric — 3 credits
- LING 405 - Survey of Linguistics — 3 credits
- MCOM 351 - Web Design — 3 credits
- SPCM 215 - Public Speaking — 3 credits

  OR
- SPCM 340 - Oral Interpretation of Literature
- Take 9 credits from the following — 9 credits
  - ENGL 211 - World Literature I — 3 credits
  - ENGL 212 - World Literature II — 3 credits
  - ENGL 221 - British Literature I — 3 credits
  - ENGL 222 - British Literature II — 3 credits
  - ENGL 241 - American Literature I — 3 credits
  - ENGL 242 - American Literature II — 3 credits

NOTE: Students must take 3 credits in American Literature I or II and 3 credits in World Literature I or II.

- Take 6 credits from the following — 6 credits
  - ENGL 333 - Period Study — 3 credits
  - ENGL 343 - Selected Authors — 3 credits
  - ENGL 363 - Literary Genres — 3 credits

NOTE: Since content varies, courses may be repeated.

- Take 3 credits from the following 3 credits
  - ENGL 283 – Intro Creative Writing 3 credits
  - ENGL 332 - The Evolving Stage: Classical Theatre to New Media 3 credits
  - ENGL 375 - Publishing for New Media 3 credits
  - ENGL 383 - Creative Writing I 3 credits
  - MCOM 161 - Funda of Desktop Pub 3 credits

Professional Education Courses 29 Credits

All Professional Education Courses must be completed with a "C" or better.

[1] No grade less than a "C" and must be completed prior to admission to Teacher Education.

[2] Requires field experience.

- EDFN 338 - Foundations of American Education 1-2 credits 2 credits [1, 2]
- EDFN 475 - Human Relations 3 credits
- EPSY 302 - Educational Psychology 2-3 credits 3 credits [1,2]
- SEED 295 - Practicum 1 credit
- SPED 100 - Introduction to Persons with Exceptionalities 2-3 credits 3 credits [1,2]

Note: Admission to the Teacher Education Program is required for the remaining courses. See Requirements for Admission in the College of Education section.

- SEED 302 - Secondary/Middle Content Area: Major 2-3 credits 3 credits
- SEED 401 - Methods of Educational Technology 1 credit
- SEED 440 - Classroom Management 1-3 credits 2 credits
- SEED 450 - Reading & Content Literacy 1-3 credits 3 credits [2]
- SEED 488 - 7-12 Student Teaching 2-16 credits 8 credits

Yearlong Residency / Student Teaching

Teacher candidates complete a yearlong residency / student teaching capstone experience during the final two semesters prior to graduation. Placements are made in districts with which the College of Education has a formal partnership and whose personnel are trained in the co-teaching model. Out-of-area placements are not granted for the yearlong residency / student teaching experience.

Students planning to obtain certification and teach outside South Dakota are encouraged to take

- HLTH 201 ATOD Prevention Education 2 credits

Bachelor of Science in English for New Media

The Bachelor of Science in English for New Media is designed to prepare students for a quickly emerging market for graduates who can manage many aspects of writing and publishing, both in traditional and new media venues. Students learn to read carefully, to write well, and to understand the many ways that an audience can be engaged. Their studies include a stroing literary background in the tradition of writing and reading. Students learn to edit many kinds of publications and to use computers to design, create, and analyze many kinds of texts. They learn the ways in which an organization can reach and motivate its readers and customers. Graduates with this degree can enter the job market as writers and publishing managers for software companies, newspapers and publishing firms, multimedia outlets, and any organization with a public face. They can work in public relations using emerging technologies in communications. They can enter into various careers in government, business, and retail. This major promotes a creative problem solving approach that is increasingly important as publishing and communication technologies advance. Graduates will be prepared to use current technologies and to adapt to new ones.

System-wide General Education Requirement 30 Credits

Majors must take ART 121, ENGL 210 and SOC 285 as part of the System-wide General Education Requirement.

Institutional Graduation Requirement 11 Credits

Major Core 61 Credits

- ENGL 283 - Introduction Creative Writing 3 credits
  OR
- ENGL 386 - New Media: Genre
- ENGL 284 - Introduction to Criticism 3 credits
- ENGL 303 - Foundations of English for New Media 3 credits
- ENGL 310 - Applied Grammar 3 credits
- ENGL 332 - The Evolving Stage: Classical Theatre to New Media 3 credits
- ENGL 351 - Digital Collection and Curation 3 credits
- ENGL 365 - Classical Myth and Media 3 credits
  OR
- ENGL 366 - Contemporary Myth and Media
- ENGL 375 - Publishing for New Media 3 credits
- ENGL 405 - Media Studies 3 credits
- ENGL 467 - English Informatics 3 credits
- ENGL 480 - Contemporary Rhetoric 3 credits
- ENGL 490 - Seminar 1-4 credits 3 credits
- ENGL 494 - Internship 1-12 credits 2 credits
  OR
- ENGL 498 - Undergraduate Research/Scholarship 0-12 credits
- MCOM 161 - Fundamentals of Desktop Publishing 3 credits
- MCOM 351 - Web Design 3 credits

- MCOM 389 - Portfolio and Professional Development 1-3 credits — 2 credits
- Nine credits from the following: — 9 credits
  - ENGL 211 - World Literature I — 3 credits
  - ENGL 212 - World Literature II — 3 credits
  - ENGL 221 - British Literature I — 3 credits
  - ENGL 222 - British Literature II — 3 credits
  - ENGL 241 - American Literature I — 3 credits
  - ENGL 242 - American Literature II — 3 credits
- Six credits from the following: — 6 credits
  - ENGL 333 - Period Study — 3 credits *
  - ENGL 343 - Selected Authors — 3 credits *
  - ENGL 363 - Literary Genres — 3 credits *

*Since content varies, course may be repeated.

Electives — 18 Credits

Bachelor of Science in Education, Mathematics Education

Students majoring in this program develop a strong mathematical background in a mathematics core following the guidelines of the National Council of Teachers of Mathematics and the Mathematical Association of America. Graduates of this program are prepared to teach mathematics at the secondary level. These students will receive a Bachelor of Science in Mathematics Education and a minor in K-12 Education Technology. Graduates of this program will also be prepared to use the computer as a tool in both the learning and teaching of mathematics. All DSU teacher education graduates earn a K-12 Educational Technology Endorsement.

System-wide General Education Requirement 30 Credits

Majors must take INED 211 and MATH 123 as part of the System-wide General Education Requirement.

Institutional Graduation Requirement 11 Credits

Majors must take EPSY 210 as part of the Institutional Graduation Requirement.

Students should complete professional education coursework concurrently with general education and content major coursework.

Mathematics Component 35 Credits

- MATH 125 - Calculus II 4 credits
- MATH 201 - Introduction to Discrete Mathematics 3 credits
- MATH 281 - Introduction to Statistics 3 credits
- MATH 315 - Linear Algebra 3-4 credits 3 credits
- MATH 316 - Discrete Mathematics 2-3 credits 3 credits
- MATH 341 - Math Concepts for Teachers I 3 credits
- MATH 342 - Math Concepts for Teachers II 3 credits
- MATH 361 - Modern Geometry 3 credits
- MATH 488 - Capstone 1 credit
- Plus 9 credits from the following: 9 credits
    - MATH 225 - Calculus III 4 credits
    - MATH 282 - Mathematics of Games 3 credits
    - MATH 318 - Adv Discrete Mathematics 3 credits
    - MATH 321 - Differential Equations 3 credits
    - MATH 381 - Intro to Probability and Statistics 3 credits
    - MATH 413 - Abstract Algebra I 3 credits
    - MATH 418 - Mathematical Modeling 3 credits
    - MATH 471 - Numerical Analysis I 3 credits
    - MATH 475 - Operations Research 3 credits
    - MATH 492 - Topics 1-6 credits *
    - MATH 498 - Undergrad Research/Sch 1-6 credits

* May be repeated several times provided student does not enroll in the same topics course.

K-12 Education Technology Minor — 11 Credits*

- CIS 350 - Computer Hardware, Data Communications and Networking — 3 credits
- EDER 415 - Educational Assessment — 2 credits
  OR
- ELED 422 - K-8 Science and Math Technology — 1-2 credits
- EDFN 365 - Computer-Based Technology & Learning 2-3 credits — 3 credits
- Choose three credits from the following: — 3 credits
  - CSC 206 - Adv Applications: — 1 credit
  - CSC 207 – Adv App:Spreadsheet — 1 credit
  - CSC 208 - Adv Applications: Database — 1 credit
  - CSC 209 - Adv Applications: SAS — 1 credit

* Remaining credit hours are embedded in the General Education and Professional Education coursework.

Professional Education Courses — 28 Credits

All Professional Education Courses must be completed with a "C" or better.

[1] No grade less than a "C" and must be completed prior to admission to Teacher Education.
[2] Requires field experience.

- EDFN 338 - Foundations of American Education 1-2 credits — 2 credits [1,2]
- EDFN 475 - Human Relations — 3 credits
- EPSY 302 - Educational Psychology 2-3 credits — 3 credits [1,2]
- SEED 295 - Practicum — 1 credit
- SPED 100 - Introduction to Persons with Exceptionalities 2-3 credits — 3 credits [1,2]

Note: Admission to the Teacher Education Program is required for the remaining courses. See Requirements for Admission in the College of Education section.

- SEED 302 - Secondary/Middle Content Area: Major 2-3 credits — 2 credits [2]
- SEED 401 - Methods of Educational Technology — 1 credit
- SEED 440 - Classroom Management 1-3 credits — 2 credits
- SEED 450 - Reading & Content Literacy 1-3 credits — 3 credits [2]
- SEED 488 - 7-12 Student Teaching 2-16 credits — 8 credits

Electives — 5 Credits

One of these credits are met when completing MATH 123 as part of the system general education.

Yearlong Residency / Student Teaching

Teacher candidates complete a yearlong residency / student teaching capstone experience during the final two semesters prior to graduation. Placements are made in districts with which the College of Education has a formal partnership and whose personnel are trained in the co-teaching model. Out-of-area placements are not granted for the yearlong residence / student teaching experience.

Students planning to obtain certification and teach outside of South Dakota are encouraged to take

- **HLTH 201 ATOD Prevention Education**

Bachelor of Science in Mathematics for Information Systems

Graduates of the Mathematics for Information Systems program will have backgrounds in mathematics, business and information systems. These students take a variety of mathematical analysis courses including calculus, probability and statistics, and mathematical modeling. In addition, these students take a variety of computer and business related courses including computer programming, operating systems, data base applications, and business.

Students with this degree will enter the job market as business people with quantitative skills. Students will be hired by major businesses that need statistical analysis of both business and mathematical natures.

System-wide General Education Requirement 30 Credits

Majors must take MATH 123 as part of the System-wide General Education Requirement.

Institutional Graduation Requirement 11 Credits

Majors must take CIS 130 as part of the Institutional Graduation Requirement.

Mathematics Component 28 Credits

Students obtaining a degree in Computer Science, Computer Game Design, Physical Science, Biology for Information Systems or Education in Biology, only need to complete the Mathematics Component of the program to obtain a second major in Mathematics for Information Systems.

- MATH 125 - Calculus II 4 credits
- MATH 201 - Introduction to Discrete Mathematics 3 credits
- MATH 281 - Introduction to Statistics 3 credits
- MATH 315 - Linear Algebra 3-4 credits 3 credits
- MATH 316 - Discrete Mathematics 2-3 credits 3 credits
- Plus 12 credits from the following: 12 credits
    - MATH 225 - Calculus III 4 credits
    - MATH 282 - Mathematics of Games 3 credits
    - MATH 318 - Adv Discrete Mathematics 3 credits
    - MATH 321 - Differential Equations 3 credits
    - MATH 361 - Modern Geometry 3 credits
    - MATH 381 - Intro to Probability and Statistics 3 credits
    - MATH 413 - Abstract Algebra I 3 credits
    - MATH 418 - Mathematical Modeling 3 credits
    - MATH 471 - Numerical Analysis I 3 credits
    - MATH 475 - Operations Research 3 credits
    - MATH 492 - Topics 1-6 credits * 3 credits
    - MATH 498 - Undergrad Research/Scholarship 1-6 credits2 credits

* May be repeated several times provided student does not enroll in the same topics course.

Support Courses Component — 18 Credits

- CIS 251 - Business Applications Programming — 3 credits
- CIS 325 - Management Information Systems — 3 credits
- CIS 332 - Structured Systems Analysis and Design — 3 credits
- CIS 350 - Computer Hardware, Data Communications and Networking — 3 credits
- CIS 484 - Database Management Systems — 3 credits
- CIS/CSC Elective — 3 credits

Minor — 18-21 Credits

Students choose from one of the following minors: Biology Minor, Business Administration Minor, Chemistry Minor, Computer Forensics Minor, Cyber Operations Minor, Computer Science Minor or Physics Minor.

Electives — 12-15 Credits

One of these credits will have been met upon completion of MATH 123 as part of the System-wide General Education Requirements.

Bachelor of Science in Physical Science

Students majoring in this program will be prepared to become employees as chemists or physicists for the science-based industries and agencies that use modern technology. They will also be prepared to pursue an advanced degree in chemistry, physics, engineering or medicine. This program provides an excellent background in business and computer science/information systems technology as well as a solid foundation in supporting sciences and mathematics. The graduates of the program will be capable of entering industry in traditional technical positions available to physicists and chemists, or in marketing, business, computer support or information systems. The combination of traditional science and modern computational methods will be especially valuable in science-based information industries. In particular, in the emerging biotechnology industry, this kind of background in science and technology is increasingly necessary.

General Education Requirement — 30 Credits

Majors must take CHEM 112, MATH 123 and PHYS 211 as part of the System-wide General Education Requirements.

System-wide Institutional Graduation Requirement — 11 Credits

Majors must take CSC 150 as part of the Institutional Graduation Requirement.

Required Courses — 30-31 Credits

- CHEM 114 - General Chemistry II — 4 credits
- ENGL 379 - Technical Communication — 3 credits
- MATH 125 - Calculus II — 4 credits
- PHYS 213 - University Physics II — 4 credits
- Select one course from the following: — 3-4 credits
  - MATH 225 - Calculus III — 4 credits
  - MATH 281 - Introduction to Statistics — 3 credits
  - MATH 315 - Linear Algebra — 3 credits
  - MATH 316 - Discrete Mathematics — 3 credits
  - MATH 318 - Adv Discrete Mathematics — 3 credits
  - MATH 321 - Differential Equations — 3 credits
  - MATH 413 - Abstract Algebra I — 3 credits
- Select 12 credits from the following — 12 credits
  - CHEM 492 - Topics 1-4 credits — 3 credits
  - CHEM 498 – Undergrad Research/Sch — 3-6 credits
  - PHSI 492 - Topics 1-4 credits — 3 credits
  - PHSI 498 - Undergrad Research/Sch — 3-6 credits
  - PHYS 492 - Topics 1-4 credits — 3 credits
  - PHYS 498 - Undergrad Research/Sch — 3-6 credits

Computer Science Component — 9 Credits

- CSC 250 - Computer Science II — 3 credits
- CSC 260 - Object Oriented Design — 3 credits
- CSC 300 - Data Structures — 3 credits

Select six courses from the following — 18-24 Credits

Some of the courses below are offered by Black Hills State University.

- CHEM 326 - Organic Chemistry I — 3 credits
- CHEM 328 - Organic Chemistry II — 3 credits
- CHEM 332 - Analytical Chemistry — 3 credits
- CHEM 452 - Inorganic Chemistry — 3 credits
- CHEM 460 - Biochemistry — 3 credits
- GEOL 201 - Physical Geology — 4 credits
- GEOL 310 - Volcanology — 3 credits
- GEOL 340 - Mineralogy and Petrology — 3 credits
- GEOL 360 - Geochemistry — 3 credits
- GEOL 370 - Hydrogeology — 3 credits
- PHYS 331 - Introduction to Modern Physics — 3 credits
- PHYS 341 - Thermodynamics 2-3 credits — 3 credits
- PHYS 343 - Statistical Physics 2-4 credits — 3 credits
- PHYS 361 - Optics 3-4 credits — 3 credits
- PHYS 421 - Electromagnetism — 4 credits
- PHYS 424 - Digital Electronics 3-4 credits — 3 credits
- PHYS 433 - Nuclear and Elementary Particle Physics — 3 credits
- PHYS 451 - Classical Mechanics — 4 credits
- PHYS 471 - Quantum Mechanics 3-4 credits — 3 credits
- PHYS 481 - Mathematical Physics — 3 credits

Electives — 15-22 Credits

Bachelor of Science in Professional and Technical Communication

The Bachelor of Science in Professional and Technical communication is a multidisciplinary major. It combines courses in rhetoric, writing, communications and digital arts and design. The program will provide graduates with the skills necessary to prepare and disseminate scientific and technical information to a variety of audiences, in a variety of workplace settings, using a range of computer-mediated modes and channels. The need for graduates skilled in preparing technical documents is increasing both regionally and nationally. Industry has changed the way documents are created and disseminated and has an increasing demand for employees who have this combination of skills and who are also practiced in dissemination of documents via emerging communication technologies.

System-wide General Education Requirement 30 Credits

Majors must take ART 121, ENGL 210 and SPCM 101 as part of the System-wide General Education Requirement.

Institutional Graduation Requirement 11 Credits

Majors must take CIS 130 as part of the Institutional Graduation Requirement.

Required Courses 61 Credits

- ARTD 282 - 2-D Design on Computers I 3 credits
- CSC 207 - Advanced Applications: Spreadsheet 1 credit
- ENGL 208 - Documentation and Presentation 3 credits
- ENGL 305 - Professional, Technical & Grant Writing 3 credits
- ENGL 309 - Computer-Supported Collaboration 3 credits
- ENGL 310 - Applied Grammar 3 credits
- ENGL 379 - Technical Communication 3 credits
- ENGL 408 - Writing for the Web 3 credits
- ENGL 457 - Visual Rhetoric 3 credits
- ENGL 466 - Text Markup and Processing 3 credits
- ENGL 480 - Contemporary Rhetoric 3 credits
- ENGL 494 - Internship 1-12 credits 1 credit
- ENGL 498 – Undergraduate Research/Scholarship 0-12 credits 3 credits
- MCOM 161 - Fundamentals of Desktop Publishing 3 credits
- MCOM 318 - Intercultural Communication 3 credits
- MCOM 351 - Web Design 3 credits
- MCOM 358 - Principles of Usability Testing 3 credits
- MCOM 389 - Portfolio and Professional Development 1-3 credits 2 credits
- SPCM 410 - Organizational Communication 3 credits

- Choose 9 credits from the following: 9 credits

- ARTD 285 - 2-D Design on Computers II 3 credits
- ARTD 336 - Digital Photography I 3 credits
- ARTD 436 - Digital Photography II 3 credits
- ARTD 460 - Digital Editing 3 credits
- DAD 180 - Introduction to Digital Storytelling 3 credits
- DAD 330 - Film Editing I 3 credits
- DAD 375 - Storyboarding 3 credits
- ENGL 333 - Period Study 3 credits

  OR
- ENGL 343 - Selected Authors 1-3 credits

  OR
- ENGL 363 - Literary Genres
- ENGL 351 - Digital Collection and Curation 3 credits
- ENGL 375 - Publishing for New Media 3 credits
- ENGL 408 - Writing for the Web 3 credits
- ENGL 467 - English Informatics 3 credits
- MCOM 352 - Advanced Web Design 3 credits
- MCOM 353 - Web-Based Interactivity 3 credits
- MCOM 362 - Digital Typography 3 credits
- SPCM 215 - Public Speaking 3 credits
- SPCM 225 - Symbolic, Strategic Comm 3 credits

Electives 18 Credits

Associate of Science in Respiratory Care

The Dakota State University Respiratory Care Program is accredited by the Commission on Accreditation for Respiratory Care (www.coarc.com), 1248 Harwood Road, Bedford, TX 76021-4244, Phone: 817-283-2835.

Respiratory Care is the health care discipline that specializes in the promotion of optimum cardiopulmonary function and health. Respiratory Therapists apply scientific principles to prevent, identify, and treat acute or chronic dysfunction of the cardiopulmonary system. Knowledge of the scientific principles underlying cardiopulmonary physiology and pathophysiology, as well as biomedical engineering and technology, enable respiratory therapists to effectively assess, educate, and treat patients.

As a health care profession, Respiratory Care is practiced under medical direction across the health care continuum. Respiratory Care is specifically focused on the assessment, treatment, management, control, diagnostic evaluation, education, and care of patients with deficiencies and abnormalities of the cardiopulmonary system as well as on the prevention of the development of these deficiencies. Critical thinking, patient/environment assessment skills, and evidence-based clinical practice guidelines enable respiratory therapists to develop and implement effective care plans, patient-driven protocols, disease-based clinical pathways, and disease management programs. A variety of venues serve as the practice site for this health care profession including, but not limited to: acute care hospitals, diagnostic laboratories, rehabilitation and skilled nursing facilities, patients' homes, patient transport systems, physician office, convalescent and retirement centers, educational institutions, and wellness centers.

The respiratory care programs at Dakota State University (DSU) are designed as either an associate or bachelor's degree in respiratory care. The first fall and spring semesters of the A.S. program are spent on a university campus completing general education requirements. After the first year's classes are completed, the student has class and clinical experiences at the primary clinical affiliate hospitals (Avera McKennan and Sanford Hospitals in Sioux Falls or Rapid City Regional Hospital in Rapid City). Both semesters of the third year and the fall semester of the fourth year are mostly general education classes, and the fourth spring semester is a clinical semester at the Sioux Falls or Rapid City hospitals.

Immediately upon graduation from either the A.S. or B .S. program, you may begin employment as a graduate therapist. You are immediately eligible to take the entry level examination of the National Board for Respiratory Care to become a Certified Respiratory Therapist. Following certification, you will take the advanced written and simulation examinations of the NBRC to become a Registered Respiratory Therapist.

The field of respiratory care provides excellent opportunities for those interested in a dynamic and exciting career in cardiopulmonary sciences. Salaries for respiratory therapists are excellent and compare favorably with other allied health fields. Job opportunities for new graduates are also very good. According to data from the Bureau of Labor Statistics (BLS), the respiratory care profession is expected to add almost 23,000 new jobs between now and 2016, increasing the size of the profession by 23 percent and making RC one of the fastest growing

occupations. This increase in demand is expected because of substantial growth of the elderly population, and increases in the numbers of patients with asthma and chronic lung disease.

General Education Courses — 20 Credits

- BIOL 151 - General Biology I — 4 credits
- CHEM 106 - Chemistry Survey — 3 credits
  AND
- CHEM 106L - Chemistry Survey Lab — 1 credit
  OR
- CHEM 112 - General Chemistry I — 4 credits
  AND
- CHEM 112L - General Chemistry I Lab — 0 credits
- CSC 105 - Introduction to Computers — 3 credits
- ENGL 101 - Composition I — 3 credits
- MATH 102 - College Algebra — 3 credits
- SPCM 101 - Fundamentals of Speech — 3 credits
  OR
- SPCM 215 - Public Speaking — 3 credits
  OR
- SPCM 222 - Argumentation and Debate — 3 credits

Science Courses — 7 Credits

- BIOL 221 - Human Anatomy — 4 credits
- RESP 105 - Respiratory Care Physical Science — 3 credits

Professional Courses — 42 Credits

- HIM 130 - Basic Medical Terminology — 2 credits
- RESP 110 - Introduction to Respiratory Care — 6 credits
- RESP 150 - Clinical Experience I — 6 credits
- RESP 180 - Pathophysiology for Respiratory Care — 3 credits
- RESP 210 - Respiratory Critical Care — 5 credits
- RESP 250 - Clinical Experience II — 5 credits
- RESP 310 - Advanced Respiratory Care — 4 credits
- RESP 350 - Clinical Experience III — 5 credits
- RESP 355 - Respiratory Care in Clinical Medicine — 3 credits
- RESP 381 - Respiratory Care Management — 1 credit
- RESP 395 - Practicum — 2 credits

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The Bachelor of Science degree in respiratory care continues the work begun in understanding the medical and scientific applications of today's health care field while incorporating the technology available to today's respiratory care practitioner.

Prerequisite: Associate of Science in Respiratory Care degree from Dakota State University or equivalent — 69 Credits

System-wide General Education Requirement — 15 Credits

Majors must take PSYC 101 as part of the System-wide General Education Requirement.

Institutional Graduation Requirement — 8 Credits

Professional Courses — 28 Credits

- MATH 281 - Introduction to Statistics — 3 credits
- Advanced-level BIOL or Science course — 4 credits
- BIOL 331 - Microbiology — 4 credits
- PHA 321 Pharmacology — 3 credits

  OR
- RESP 341 - Pharmacology
- RESP 440 - Ethics for Health Professionals — 3 credits
- RESP 460 - Current Issues in Respiratory Care — 3 credits
- RESP 475 - Clinical Experience IV — 5 credits
- RESP 495 - Practicum — 1 credit
- Choose two credits from the following: — 2 credits
  - CSC 206 - Adv Applications: — 1 credit
  - CSC 207 - Adv Applications: Spreadsheet — 1 credit
  - CSC 208 - Adv Applications: Database — 1 credit

MINORS

Art Minor — 20-21 Credits

- ART 111 - Drawing I — 3 credits
- ART 121 - Design I 2D — 3 credits
- ART 123 - Three Dimensional Design — 3 credits
- ART 231 - Painting I — 3 credits
- ARTD 282 - 2-D Design on Computers I — 3 credits
- ARTH 211 - History of World Art I — 3 credits

  OR
- ARTH 212 - History of World Art II
- ELED 310 - K-8 Methods of Music, Art and Drama — 2 credits *
- SEED 303 - Secondary/Middle Content Area: Minor — 1 credit **

* Non-teaching majors may substitute a corresponding number of credit hours of art electives for ELED 310.
**Required for education majors only.

Audio Production Minor — 17 Credits

- DAD 222 - Audio Production I: Foundations — 3 credits
- DAD 322 - Audio Production II; Multi-track Envs — 3 credits
- DAD 323 - Live Sound Reinforcement — 3 credits
- DAD 350 - Recording Sessions — 2 credits
- MUS 108 - Basic Musicianship for Audio/Music Ind — 3 credits
- DAD 423 - Midi Techniques — 3 credits

  OR
- DAD 424 - Audio for Video Post Production

Biology Minor — 20-21 Credits

- BIOL 151 - General Biology I — 4 credits
- BIOL 165 - General Zoology — 4 credits
- BIOL 201 - General Botany — 4 credits
- BIOL 311 - Principles of Ecology — 4 credits
- BIOL 371 - Genetics — 4 credits
- SEED 303 - Secondary/Middle Content Area: Minor — 1 credit *

*Required for secondary education majors only.

Chemistry Minor — 19-20 Credits

- CHEM 112 - General Chemistry I — 4 credits
- CHEM 114 - General Chemistry II — 4 credits
- CHEM 326 - Organic Chemistry I — 3 credits
- CHEM 326L - Organic Chemistry I Lab — 1 credit
- CHEM 332 - Analytical Chemistry — 3 credits
- CHEM 332L - Analytical Chemistry Lab — 1 credit
- SEED 303 - Secondary/Middle Content Area: Minor — 1 credit *
- Three credits from the following: — 3 credits
    - CHEM 328 - Organic Chemistry II — 3 credits
    - CHEM 328L - Organic Chemistry II Lab — 1 credit
    - CHEM 452 - Inorganic Chemistry — 3 credits
    - CHEM 460 - Biochemistry — 3 credits
    - PHYS 341 – Thermodynamics — 2 credits

*Required for education majors only.

Computer Graphics Minor — 18 Credits

- ART 121 - Design I 2D — 3 credits
- ARTD 282 - 2-D Design on Computers I — 3 credits
- ARTD 285 - 2-D Design on Computers II — 3 credits
- ARTD 382 - 3-D Design on Computers I — 3 credits
- ARTD 385 - 3-D Design on Computers II — 3 credits
- Take once of the following: — 3 credits
    - ARTD 336 - Digital Photography I — 3 credits
    - ARTD 431 - Computer Graphic Effects I — 3 credits
    - ARTD 440 - Adv 3 Dimensional Design — 3 credits
    - ARTD 460 - Digital Editing — 3 credits

Digital Editing Minor — 18 credits

- ARTD 460 - Digital Editing — 3 credits
- DAD 180 - Introduction to Digital Storytelling — 3 credits
- DAD 255 - Screenwriting — 3 credits
- DAD 330 - Film Editing I — 3 credits
- DAD 335 - Film Editing II — 3 credits
- DAD 465 - Adv Film Development and Production — 3 credits

Digital Photography Minor — 18 Credits

- ART 121 - Design I 2D — 3 credits
- ARTD 282 - 2-D Design on Computers I — 3 credits
- ARTD 336 - Digital Photography I — 3 credits
- ARTD 436 - Digital Photography II — 3 credits
- ARTD 480 - Studio Processes — 3 credits
- ARTD 498 - Undergraduate Research/Sch — 3 credits

English Minor — 18-19 Credits

- ENGL 211 - World Literature I — 3 credits
  OR
- ENGL 212 - World Literature II
- ENGL 222 - British Literature II — 3 credits
- ENGL 241 - American Literature I — 3 credits
- ENGL 310 - Applied Grammar — 3 credits
- ENGL 405 - Media Studies — 3 credits
- LING 405 - Survey of Linguistics — 3 credits
- SEED 303 - Secondary/Middle Content Area: Minor — 1 credit *

*Required for education majors only

History Minor — 18-19 Credits

- HIST 151 - United States History I — 3 credits
- HIST 152 - United States History II — 3 credits
- Choose 12-13 credits from the following: — 12-13 credits
  - HIST 111 - World Civilizations I — 3 credits
    AND
  - HIST 112 - World Civilizations II — 3 credits
    OR
  - HIST 121 - Western Civilization I — 3 credits
    AND
  - HIST 122 - Western Civilization II — 3 credits
  - HIST 312 - History of Modern Asia — 3 credits
  - HIST 470 - History of World War II — 3 credits
  - HIST 475 - American Sports History, 1607 – Present — 3 credits
  - HIST 476 - History of South Dakota — 3 credits
  - HIST 488 - Introduction to Grand Strategy — 3 credits
  - HIST 492 - Topics 1-4 credits — 3 credits
  - INED 211 - South Dakota American Indian Culture and Education — 3 credits
- SEED 303 - Secondary/Middle Content Area: Minor — 1 credit *

* Required of education majors only

Mathematics, Applied Minor — 18-19 Credits

- MATH 123 - Calculus I — 4 credits
- MATH 125 - Calculus II — 4 credits
- MATH 201 - Introduction to Discrete Mathematics — 3 credits
- MATH 316 - Discrete Mathematics 2-3 credits — 3 credits
- Math Elective (200 or above) — 4 credits *
- SEED 303 - Secondary/Middle Content Area: Minor — 1 credit **

* Excluding MATH 341 and MATH 342

** Required of education majors only

Mathematics, Elementary Education Minor — 18 Credits

- MATH 120 - Trigonometry — 3 credits
- MATH 341 - Math Concepts for Teachers I — 3 credits
- MATH 342 - Math Concepts for Teachers II — 3 credits
- MATH Elective — 9 credits *

* MATH 121 or higher (may not include both MATH 121 and MATH 123.)

Multimedia/Web Design Minor — 18 Credits

- ART 121 - Design I 2D — 3 credits
- ARTD 282 - 2-D Design on Computers I — 3 credits
- MCOM 348 - Writing for Networked Environments — 3 credits
  OR
- ENGL 405 - Media Studies
- MCOM 351 - Web Design — 3 credits
- MCOM 352 - Advanced Web Design — 3 credits
- MCOM 409 - Information Architecture — 3 credits

Physics Minor — 18-20 Credits

- PHYS 211 - University Physics I — 4 credits
- PHYS 213 - University Physics II — 4 credits
- PHYS 331 - Introduction to Modern Physics — 3 credits
- SEED 303 - Secondary/Middle Content Area: Minor — 1 credit *
- Choose two courses from the following: — 7-8 credits
  - PHYS 421 - Electromagnetism — 4 credits
  - PHYS 451 - Classical Mechanics — 4 credits
  - PHYS 471 - Quantum Mechanics — 3 credits

* Required of education majors only.

Production Animation 2-D Minor — 18 credits

- ART 111 - Drawing I — 3 credits
- ARTD 185 - Introduction to Animation — 3 credits
- ARTD 282 - 2-D Design on Computers I — 3 credits
- ARTD 286 - Motion Graphics and Compositing — 3 credits
- DAD 375 - Storyboarding — 3 credits
- Take one course from the following: — 3 credits
  - ARTD 250 - 2D Digital Animation — 3 credits
  - ARTD 260 - Stop-Motion Puppet Anim — 3 credits

Production Animation 3-D Minor — 18 credits

- ARTD 185 - Introduction to Animation — 3 credits
- ARTD 282 - 2-D Design on Computers I — 3 credits
- ARTD 382 - 3-D Design on Computers I — 3 credits
- ARTD 385 - 3-D Design on Computers II — 3 credits
- Take two courses from the following: — 6 credits
  - ARTD 388 - Environmental Design — 3 credits
  - ARTD 439 - 3-D Char Design/Modeling — 3 credits
  - ARTD 440 - Adv 3 Dimensional Design — 3 credits
  - ARTD 441 - 3-D Character Animation — 3 credits

Professional and Technical Communication Minor — 18 Credits

- ENGL 208 - Documentation and Presentation — 3 credits
- ENGL 309 - Computer-Supported Collaboration — 3 credits
- ENGL 379 - Technical Communication — 3 credits
- MCOM 161 - Fundamentals of Desktop Publishing — 3 credits
- Choose six credits from the following: — 6 credits
  - ENGL 305 - Prof, Tech & Grant Writing — 3 credits
  - ENGL 457 - Visual Rhetoric — 3 credits
  - ENGL 466 - Text Markup/Processing — 3 credits
  - ENGL 480 - Contemporary Rhetoric — 3 credits
  - ENGL 492 - Topics — 1-4 credits
  - MCOM 318 - Intercultural Comm — 3 credits
  - MCOM 351 - Web Design — 3 credits
  - MCOM 358 – Prin of Usability Testing — 3 credits
  - MCOM 360 - Technical Publishing — 3 credits
  - MCOM 409 - Information Architecture — 3 credits

Sociology Minor — 18-19 Credits

- SOC 100 - Introduction to Sociology — 3 credits
- SOC 150 - Social Problems — 3 credits
- SOC 285 - Society and Technology — 3 credits
- SEED 303 - Secondary/Middle Content Area: Minor — 1 credit *
- Choose three courses from the following: — 9 credits
  - SOC 240 - Sociology of Rural America — 3 credits
  - SOC 382 - The Family — 3 credits
  - SOC 483 - Sociology of Gender Roles — 3 credits

*Required for education majors only.

Spanish Minor — 18 Credits

- SPAN 101 - Introductory Spanish I — 4 credits
- SPAN 102 - Introductory Spanish II — 4 credits
- SPAN 201 - Intermediate Spanish I — 3 credits
- SPAN 202 - Intermediate Spanish II — 3 credits
- Choose four credits from the following: — 4 credits
  - SPAN 311 - Integrated Writing Conversation and Grammar I — 2 credits
  - SPAN 312 - Integrated Writing Conversation and Grammar II — 2 credits
  - SPAN 391 - Independent Study — 1-3 credits
  - SPAN 491 - Independent Study — 1-3 credits

Students who have transfer work in Spanish should contact the Dean of the College of Arts and Science or the Registrar to discuss appropriate course substitutions.

Speech Communication/Theatre Minor — 18-19 Credits

Students must take SPCM 101 and THEA 131 as part of the System-wide General Education requirements.

- SPCM 215 - Public Speaking — 3 credits
- SPCM 222 - Argumentation and Debate — 3 credits
- SPCM 340 - Oral Interpretation of Literature — 3 credits
- THEA 100 - Introduction to Theatre — 3 credits
- THEA 241 - Stagecraft — 3 credits
- THEA 351 - Directing — 3 credits
- SEED 303 - Secondary/Middle Content Area: Minor — 1 credit *

*Required of education majors only.

Certificate

English for New Media Certificate — 12 Credits

- ARTD 282 - 2-D Design on Computers I — 3 credits
- ENGL 303 - Foundations of English for New Media — 3 credits
- ENGL 375 - Publishing for New Media — 3 credits
- MCOM 351 - Web Design — 3 credits

Information Systems Management: Digital Photography Certificate — 12 Credits

- ART 121 - Design I 2D — 3 credits
- ARTD 282 - 2-D Design on Computers I — 3 credits
- ARTD 336 - Digital Photography I — 3 credits
- ARTD 436 - Digital Photography II — 3 credits

Information Systems Management: Multimedia Certificate — 12 Credits

- ARTD 282 - 2-D Design on Computers I — 3 credits
- ARTD 286 - Motion Graphics and Compositing — 3 credits
- ARTD 382 - 3-D Design on Computers I — 3 credits
- DAD 222 - Audio Production I: Foundations — 3 credits

Information Systems Management: Multimedia Design and Production Certificate — 12 Credits

- ARTD 282 - 2-D Design on Computers I — 3 credits
- ARTD 285 - 2-D Design on Computers II — 3 credits
- ARTD 382 - 3-D Design on Computers I — 3 credits
- ARTD 385 - 3-D Design on Computers II — 3 credits

Information Systems Management: Website Design and Development Certificate — 12 Credits

- ARTD 282 - 2-D Design on Computers I — 3 credits
- MCOM 348 - Writing for Networked Environments — 3 credits
- MCOM 351 - Web Design — 3 credits
- MCOM 352 - Advanced Web Design — 3 credits

Professional and Technical Communication — 12 Credits

- ARTD 282 - 2-D Design on Computers I — 3 credits
- ENGL 305 - Professional, Tech and Grant Writing — 3 credits
- ENGL 379 - Technical Communication — 3 credits
- MCOM 161 - Fundamentals of Desktop Publishing — 3 credits

College of Business and Information Systems

Programs

- Business Administration
  - Accounting, B.B.A.
  - Business Technology, B.B.A.
  - Finance, B.B.A.
  - Management, B.B.A.
  - Marketing, B.B.A.
- Business Education, B.S.E.
- Business Management, A.S.
- Computer Education, B.S.E.
- Health Information Administration, B.S.
- Health Information Technology, A.S.
- Information Systems, B.S.
- Professional Accountancy, B.S.
- Fast-Track (4+1) Graduate Program (BIS)

Minors:

- Business Administration Minor
- Business Education Minor
- Computer Education Minor
- Computer Information Systems Minor
- Entrepreneurial Studies Minor
- Health Information Management Minor
- Marketing Education Minor
- Web Development Minor

Certificates:

- Health Care Coding
- Information Technology Entrepreneurship
- Information Systems Management: Information Technology Management
- Information Systems Management: Technology Database Management Systems
- Information Systems Management: Web Application Development
- Information Systems Management: Website Administration

Faculty

Department Chairs:

Business: Jack Walters
Information Systems: Ronghua Shan
Health Information Management: Dorine Bennett

Professors: Dorine Bennett, Omar El-Gayar, Lynette Molstad Gorder, Dan Talley, Jack Walters

Associate Professors: Linda Parks, David Peak, Surendra Sarnikar, Ronghua Shan, Zixing Shen

Assistant Professors: Patti Brooks, Yen-Ling Chang, Shuyuan Deng, Jun Liu, James McKeown, Cherie Noteboom, Insu Park, Michael Roach, Zixing Shen, Renae Spohn, Deb Tech

Instructors/Lectures: Derek Franken

Mission

The mission of the College of Business and Information Systems is to educate and prepare students to be lifelong learners and professionals in business, information systems, business and computer education, and health information management. Inherent in the educational process is challenging individuals to develop information management skills, to think logically, and to make sound decisions. Information technology is integrated throughout the curriculum. This emphasis on information technology and faculty expertise provides the foundation for Dakota State University's Center of Excellence.

The College offers doctorate degrees in Information Systems; masters degrees in Information Systems, Health Informatics, Analytics and a Masters in Business Administration; and baccalaureate degrees in Business Administration, Health Information Administration, Information Systems, Professional Accountancy, Business Education, and Computer Education. Also, Associate of Science degrees in Business Management and Health Information Technology are offered. These two-year degrees articulate with the related four-year degree. DSU has a fast track program for certain majors. Students who might be eligible should contact the dean of the College of Business and Information Systems. In addition to course work in the academic setting, the College provides opportunities for students to learn through work and consulting experience. Internships and supervised professional practices are available in Business Administration, Health Information Management programs and Information Systems.

Center of Excellence Honors Program

The Dakota State University Center of Excellence Honors Program targets high achieving students. Successful completion of the program requirements by the student will result in the student being designated "Center of Excellence Honors Graduate". This designation will appear on the student's transcripts, diplomas, and the commencement program. The full program can be found in the General Studies section of this catalog.

Bachelor of Business Administration Degree Programs

The Bachelor of Business Administration majors are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

The Bachelor of Business Administration program blends a solid computer orientation with traditional business, accounting, marketing, management, and finance courses. Computer related activities are integrated into coursework.

Students are required to select one business related major from Accounting, Business Technology, Finance, Management, and Marketing. These specific majors greatly enhance the student's future employment opportunities.

Business Administration Core — 48 Credits

- ACCT 210 - Principles of Accounting I — 3 credits
- ACCT 211 - Principles of Accounting II — 3 credits
- BADM 101 - Survey of Business — 3 credits
- BADM 220 - Business Statistics — 3 credits
- BADM 310 - Business Finance — 3 credits
- BADM 321 - Business Statistics II — 3 credits
- BADM 344 - Managerial Communications — 3 credits
- BADM 350 - Legal Environment of Business — 3 credits
- BADM 360 - Organization and Management — 3 credits
- BADM 370 - Marketing — 3 credits
- BADM 405 - International Trade & Finance — 3 credits
- BADM 425 - Production & Operations Management — 3 credits
- BADM 482 - Business Policy and Strategy — 3 credits
- CIS 325 - Management Information Systems — 3 credits
- ECON 202 - Principles of Macroeconomics — 3 credits
- Choose three credits from the following — 3 credits
  - CSC 206 - Adv Applications: — 1 credit
  - CSC 207 - Adv Appl Spreadsheet — 1 credit
  - CSC 208 - Adv Applications: Database — 1 credit
  - CSC 209 - Adv Applications: SAS — 1 credit

Accounting Major

System-wide General Education Requirement 30 Credits

Majors must take ECON 201 as part of the System-wide General Education Requirement.

Institutional Graduation Requirement 11 Credits

Business Administration Core 48 Credits

Accounting Major 21 Credits

- ACCT 310 - Intermediate Accounting I 3 credits
- ACCT 311 - Intermediate Accounting II 3 credits
- ACCT 320 - Cost Accounting 3 credits
- ACCT 360 - Accounting Systems 3 credits *
- ACCT 430 - Income Tax Accounting 3 credits
- ACCT 431 - Advanced Income Tax 3 credits
- ACCT 450 - Auditing 3 credits

* Accounting majors must take CSC 208 Database as a prerequisite to ACCT 360.

Electives* 10 Credits*

Internships are encouraged. Internships may not exceed 8 credits. One of these credits must be from the system-wide general education, in addition to those completed to meet the SGE requirements.

Business Technology Major

System-wide General Education Requirement 30 Credits

Majors must take ECON 201 as part of the System-wide General Education Requirement.

Institutional Graduation Requirement 11 Credits

Business Technology Major 21 Credits

- ACCT 360 - Accounting Systems 3 credits
- BADM 331 - Financial Technology 3 credits
- BADM 435 - Management Technology & Innovation 3 credits
- BADM 472 - Marketing Technology 3 credits
- CIS 332 - Structured Systems Analysis and Design 3 credits
- CIS 338 - Project Management 3 credits
- CIS 384 - Decision Support Systems 3 credits

Electives* 10 Credits

* Internships are encouraged. Internships may not exceed 8 credits. One of these credits must be from the system-wide general education, in addition to those completed to meet the SGE requirements.

Finance Major

System-wide General Education Requirement 30 Credits

Majors must take ECON 201 as part of the System-wide General Education Requirement.

Institutional Graduation Requirement 11 Credits

Finance Major 21 Credits

- ACCT 305 - Analysis of Financial Statements 3 credits
- BADM 331 - Financial Technology 3 credits *
- BADM 411 - Investments 3 credits
- BADM 415 - Financial Institutions 3 credits
- BADM 416 - Commercial Bank Management 3 credits
- BADM 418 - Financial Futures and Options 3 credits
- BADM 419 - Investment Real Estate 3 credits

* Finance majors must take CSC 207 Spreadsheet as a prerequisite to BADM 331.

Electives* 10 Credits

* Internships are encouraged. Internships may not exceed 8 credits. One of these credits must be from the system-wide general education, in addition to those completed to meet the SGE requirements.

Management Major

System-wide General Education Requirement — 30 Credits

Majors must take ECON 201 as part of the System-wide General Education Requirement.

Institutional Graduation Requirement — 11 Credits

Management Major — 21 Credits

- BADM 435 - Management Technology and Innovation — 3 credits
- BADM 436 - Entrepreneurship — 3 credits
- BADM 460 - Human Resource Management — 3 credits
- BADM 464 - Organizational Behavior — 3 credits
- BADM 468 - International Management — 3 credits
- CIS 384 - Decision Support Systems — 3 credits
- ACCT/BADM/CIS/CSC/OED - Electives — 3 credits *

* Electives may not be counted twice to meet the requirements of a major. Electives must be chosen so that at least 40 credits at 300-400 level are completed.

Electives* — 10 Credits

* Internships are encouraged. Internships may not exceed 8 credits. One of these credits must be from the system-wide general education, in addition to those completed to meet the SGE requirements.

Marketing Minor

System-wide General Education Requirement 30 Credits

Majors must take ECON 201 as part of the System-wide General Education Requirement.

Institutional Graduation Requirement 11 Credits

Marketing Major 21 Credits

- BADM 475 - Consumer Behavior 3 credits
- BADM 474 - Personal Selling 3 credits
- BADM 476 - Marketing Research 3 credits *
- BADM 481 - Promotional Management 3 credits
- ACCT/BADM/CIS/CSC/OED – Electives 9 credits **

* Marketing majors must take CSC 209 SAS as a prerequisite to BADM 476
** Electives may not be counted twice to meet the requirements of a major. Electives must be chosen so that at least 40 credits at 300-400 level are completed.

Electives* 10 Credits

* Internships are encouraged. Internships may not exceed 8 credits. One of these credits must be from the system-wide general education, in addition to those completed to meet the SGE requirements. Majors are also encouraged to take courses in electronic publishing, computer graphics and multimedia design.

Note to Students

Students planning to pursue a Masters Degree in Business Administration (MBA), note that the following additional undergraduate (baccalaureate level) courses are commonly required for acceptance to an MBA program.

- ACCT 211 - Principles of Accounting II 3 credits
- BADM 220 - Business Statistics 3 credits
- BADM 310 - Business Finance 3 credits
- BADM 350 - Legal Environment of Business 3 credits
- BADM 360 - Organization and Management 3 credits
- BADM 370 - Marketing 3 credits
- ECON 201 - Principles of Microeconomics 3 credits
- ECON 202 - Principles of Macroeconomics 3 credits

Bachelor of Science in Education, Business Education

This program is designed to prepare students for the teaching profession in the area of 7-12 business education. Students are educated in the use of computers in the school and business as well as the fundamentals of accounting, economics, and business management. All DSU teacher education graduates complete a K-12 Educational Technology Endorsement Program.

System-wide General Education Requirement 30 Credits

Majors must take ECON 201, INED 211 and MATH 102 or a course requiring MATH 102 as a prerequisite as part of the System-wide General Education Requirement.

Institutional Graduation Requirement 11 Credits

Majors must take EPSY 210 as part of the Institutional Graduation Requirements.

Note: Students should complete professional education coursework (see below) concurrently with general education and content major coursework.

Business Education Major 45 Credits

- ACCT 210 - Principles of Accounting I 3 credits
- ACCT 211 - Principles of Accounting II 3 credits
- BADM 220 - Business Statistics 3 credits
- BADM 310 - Business Finance 3 credits
- BADM 344 - Managerial Communications 3 credits
- BADM 350 - Legal Environment of Business 3 credits
- BADM 351 - Business Law 3 credits
- BADM 360 - Organization and Management 3 credits
- BADM 370 - Marketing 3 credits
- BADM 405 - International Trade & Finance 3 credits
- BADM 436 - Entrepreneurship 3 credits
- CIS 350 - Computer Hardware, Data Communications and Networking 3 credits
- ECON 202 - Principles of Macroeconomics 3 credits
- EDFN 365 - Computer-Based Technology & Learning 2-3 credits 3 credits
- Choose three credits from the following 3 credits
  - CSC 206 - Advanced Applications: 1 credit
  - CSC 207 - Adv Applications: Spreadsheet 1 credit
  - CSC 208 - Advanced Applications: Database 1 credit

Professional Education Courses — 30 Credits

All Professional Education Courses must be completed with a "C" or better.
[1] No grade less than a "C" and must be completed prior to admission to Teacher Education.
[2] Requires field experience.

- EDFN 338 - Foundations of American Education — 2 credits 1, 2
- EDFN 475 - Human Relations — 3 credits
- EPSY 302 - Educational Psychology 2-3 credits — 3 credits 1, 2
- SEED 295 - Practicum — 1 credit
- SPED 100 - Introduction to Persons with Exceptionalities 2-3 credits — 3 credits [1, 2]

NOTE: Admission to the Teacher Education Program is required for the remaining courses. See Requirements for Admission in the College of Education section.

- EDER 415 - Educational Assessment — 2 credits
- SEED 302 - Secondary/Middle Content Area: Major 2-3 credits — 2 credits [2]
- SEED 401 - Methods of Educational Technology — 1 credit
- SEED 440 - Classroom Management 1-3 credits — 2 credits
- SEED 450 – Reading/Content Literacy 1-3 credits — 3 credits [2]
- SEED 488 - 7-12 Student Teaching 2-16 credits — 8 credits

Electives — 4 credits

Yearlong Residency / Student Teaching

Teacher candidates complete a yearlong residency / student teaching capstone experience during the final two semesters prior to graduation. Placements are made in districts with which the College of Education has a formal partnership and whose personnel are trained in the co-teaching model. Out-of-area placements are not granted for the yearlong residency / student teaching experience.

Students planning to obtain certification and teach outside of South Dakota are encouraged to take

- HLTH 201 ATOD Prevention Education — 2 credits

Minor/Endorsement Programs

(Minors leading to South Dakota certification)

See Education Endorsement Programs in College of Education section for a list of all available minor/endorsement programs for K-12 and Secondary Education majors.

Associate of Science in Business Management

The Associate of Science in Business Management prepares students for management trainee positions in large and small businesses. This program articulates with the Bachelor in Business Administration degree. Graduates of the program will be able to pursue any of the majors offered under the BBA degree.

The Associate of Science in Business Management is accredited by the Association of Collegiate Business Schools and Program (ACBSP).

System-wide General Education Requirement — 18 Credits

Institutional Graduation Requirement — 6 Credits

Professional Courses — 29 Credits

- ACCT 210 - Principles of Accounting I — 3 credits
- ACCT 211 - Principles of Accounting II — 3 credits
- BADM 310 - Business Finance — 3 credits
- BADM 344 - Managerial Communications — 3 credits
- BADM 350 - Legal Environment of Business — 3 credits
- BADM 360 - Organization and Management — 3 credits
- BADM 370 - Marketing — 3 credits
- CSC 207 - Advanced Applications: Spreadsheet — 1 credit
- ECON 201 - Principles of Microeconomics — 3 credits
- ECON 202 - Principles of Macroeconomics — 3 credits
- Choose one credit from the following — 1 credit
  - CSC 206 - Advanced Applications: — 1 credit
  - CSC 208 - Adv Applications: Database — 1 credit
  - CSC 209 - Advanced Applications: SAS — 1 credit

Electives — 7 Credits

Bachelor of Science in Education, Computer Education

This major prepares K-12 teachers to serve the needs of school districts. Graduates are well qualified to teach computer literacy and programming courses. Students are prepared to train other teachers in the integration of computers into other teaching disciplines.

System-wide General Education Requirement 30 Credits

Majors must take ART 121, INED 211, and SOC 285 as part of the System-wide General Education Requirement.

Institutional Graduation Requirement 11 Credits

Majors must take CSC 150 and EPSY 210 as part of the Institutional Graduation Requirements.

Note: Students should complete professional education coursework (see below) concurrently with general education and content major coursework.

Computer Education Major 33 Credits

- CIS 130 - Visual Basic Programming 3 credits
- CIS 251 - Business Applications Programming 3 credits
- CIS 275 - Web Application Programming I 3 credits
- CIS 325 - Management Information Systems 3 credits
- CIS 332 - Structured Systems Analysis and Design 3 credits
- CIS 383 - Networking I 3 credits
- CIS 484 - Database Management Systems 3 credits
- Choose three from the following: 3 credits
    - CSC 206 - Advanced Applications: 1 credit
    - CSC 207 - Adv Applications: Spreadsheet 1 credit
    - CSC 208 - Adv Applications: Database 1 credit
    - CSC 209 - Advanced Applications: SAS 1 credit
    - CSC 245 - Info Security Fundamentals 3 credits
    - CSC 363 - Hardware, Virtualization, and Data Communication 3 credits
    - EDFN 365 - Computer-Based Technology & Learning 3 credits

Professional Education Courses — 32 Credits

All Professional Education Courses must be completed with a "C" or better.

[1] No grade less than a "C" and must be completed prior to admission to Teacher Education

[2] Requires field experience.

- EDFN 338 - Foundations of American Education — 2 credits [1, 2]
- EDFN 475 - Human Relations — 3 credits
- EPSY 302 - Educational Psychology 2-3 credits — 3 credits [1, 2]
- SEED 295 - Practicum — 1 credit
- SPED 100 - Introduction to Persons with Exceptionalities 2-3 credits — 3 credits [1, 2]

Note: Admission to the Teacher Education Program is required for the remaining courses. See Requirements for Admission in the College of Education section.

- ED 488 - K-12 Student Teaching 6-12 credits — 8 credits
- EDER 415 - Educational Assessment — 2 credits
- EDFN 465 - Multimedia Web Development in Education 2-3 credits — 2 credits
- SEED 302 - Secondary/Middle Content Area: Major 2-3 credits — 2 credits [2]
- SEED 401 - Methods of Educational Technology — 1 credit
- SEED 440 - Classroom Management 1-3 credits — 2 credits
- SEED 450 - Reading & Content Literacy 1-3 credits — 3 credits [2]

Electives — 14 Credits

Yearlong Residency / Student Teaching

Teacher candidates complete a yearlong residency / student teaching capstone experience during the final two semesters prior to graduation. Placements are made in districts with which the College of Education has a formal partnership and whose personnel are trained in the co-teaching model. Out-of-area placements are not granted for the yearlong residency / student teaching experience.

Students planning to obtain certification and teach outside of South Dakota are encouraged to take

- HLTH 201 ATOD Prevention Education — 2 credits

Bachelor of Science in Health Information Administration

The Health Information Administration Program offers preparation for a professional area of service in hospitals, clinics, and related health facilities and agencies. Graduates are prepared to serve as entry level health information administrators. The health information administrator is responsible for the management of health information systems consistent with medical, administrative, ethical and legal requirements of the health care delivery system. The profession combines knowledge of health care systems and business administration.

The health information administration (HIA) program is designed to provide flexibility for the student. It consists of the Health Information Technology Program plus two years of prescribed work. The student is encouraged to read the Catalog requirements of the HIT program. A progression policy has been developed to facilitate entry into the HIA Program. Students should consult their advisors for evaluation of possible credits earned through successful completion of the Registered Health Information Technician (RHIT) exam or previous work experience.

The program is accredited by the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM). Following graduation, students may apply to write the registration examination administered by AHIMA. Individuals who pass the examination are entitled to use the designation RHIA (Registered Health Information Administrator). The Health Information Management Programs Student Handbook supplements the information outlined herein the catalog and identifies additional program specific requirements.

Admission to the Program

Formal application to the HIA Program is made during the spring semester while completing the second year courses in the HIT program. Timing will vary among transfer students without the HIT degree, but should coincide with the spring semester while completing the second year courses in the HIT program. Progression students (RHIT's returning to complete the HIA degree) will apply during their first semester of enrollment. Those students who demonstrate a potential for achievement are admitted to the HIA Program. The application process requires the student to:

1. Complete a questionnaire.
2. Obtain two letters of reference from non-family members and non-AHIMA credentialed faculty.
3. Be interviewed, during which time the applicant will be presented with a problem dealing with ethics, management or professional skills to which the student will respond verbally. For distance education students, this will be done by a telephone interview. A time will be set up with the panel and the student will phone using the toll-free number (1-800-641-4309). Students on campus will complete their interview in person at a scheduled time and site at Dakota State University.
4. Complete a release form authorizing information to be reviewed by the HIA Admission Review Committee.
5. Possess a current RHIT certification or a cumulative GPA of 2.7 in all HIM courses within the HIT program as well as an overall cumulative GPA of 2.25 or above. The academic summary will be used to calculate the HIM GPA.

All documentation is to be provided to the HIM Program Director. Forms are available at the HIM Program website: www.dsu.edu/bis/him Transcripts, letters of recommendation, and questionnaires can be faxed to 605-256-5725.

The HIA Admission Review Committee will complete an assessment in which the student is expected to obtain an overall satisfactory rating of 30 points out of a maximum of 45 points.

System-wide General Education Requirement 30 Credits

Majors must take BIOL 101 or BIOL 151 and MATH 102 as part of the System-wide General Education Requirement.

Institutional Graduation Requirement 11 Credit

Health Information Administration Courses 70 Credits

- ACCT 210 - Principles of Accounting I 3 credits
- BADM 220 - Business Statistics 3 credits
  OR
- MATH 281 - Introduction to Statistics
- BADM 344 - Managerial Communications 3 credits
  OR
- ENGL 379 - Technical Communication
- BIOL 323 - Human Anatomy and Physiology 4 credits
  OR
- BIOL 221 - Human Anatomy 4 credits
  AND
- BIOL 325 - Physiology 4 credits
- CIS 338 - Project Management 3 credits
- CSC 208 - Advanced Applications: Database 1 credit
- HIM 130 - Basic Medical Terminology 2 credits
- HIM 150 - Introduction to Health Information Management 3 - 4 credits 4 credits
- HIM 170 - Legal Aspects Health Info Management 3 credits
- HIM 180 - Funda of Disease & Diagnosis Coding I 4 credits
- HIM 225 – Intro to Healthcare Information Systems 3 credits
- HIM 240 - Funda of Disease & Diagnosis Coding II 4 credits
- HIM 252 - Basic Foundations Health Data Systems 3 credits
- HIM 257 - Management and Supervision of HIM 2 credits
- HIM 262 - Healthcare Procedure Coding Systems 3 credits
- HIM 264 - Revenue Cycle Management 1 credit
- HIM 265 - HIM Quality Management 3-4 credits 3 credits
- HIM 285 - Supervised Professional Practice 1 credit
- HIM 286 - Supervised Professional Practice 1 credit
- HIM 287 - Supervised Professional Practice 2 credits
- HIM 360 - Management Health Information Center 4 credits
- HIM 380 - Healthcare Data Analytics 3 credits
- HIM 440 - Healthcare Information Governance 2 credits

- HIM 444 - Advanced Health Data Systems 3 credits
- HIM 450 - Research in Health Information Admin 3 credits
- HIM 485 - Hlth Record Admin Supervised Professional Practice 2-4 credits 2 credits

Electives 9 Credits

One of these electives are met when completing BIOL 151 as part of the system-wide general education. At least 5 credits must be at the 300-400 level.

Curriculum Notes: Courses are sequenced so that each successive course builds on the information presented in the prerequisites. It is therefore mandatory that students observe course sequencing in preparation of their schedules.

HIA students are required to complete 1 credit hour, 40 hours of HIM 285 - Supervised Professional Practice in an appropriate acute care facility; 1 credit hour, 40 hours of HIM 286 - Supervised Professional Practice in a non-acute care setting facility; 2 credit hours, 80 hours of HIM 287 - Supervised Professional Practice in an appropriate acute care facility; and 4 credit hours, 160 hours of HIM 485 - Health Record Admin Supervised Professional Practice in an appropriate acute care facility. Each student spends time in various-sized institutions under the direction of a qualified Clinical Supervisor.

Associate of Science in Health Information Technology

The Health Information Technology Program offers preparation for a technical area of service in hospitals, clinics, and related health facilities, and agencies. Graduates are prepared to serve as entry level health information technicians. The health information technician performs technical duties vital to the operation of a medical record department in any health care facility. Graduates of this program will be able to pursue a 4-year degree in Health Information Administration.

The program is accredited by the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM). Following graduation, students may apply to write the registration examination administered by AHIMA. Individuals who pass the examination are entitled to use the designation RHIT (Registered Health Information Technician). The Health Information Management Programs Student Handbook supplements the information outlined herein the catalog and identifies additional program specific requirements.

General Education Core — 24 Credits

- BIOL 101 - Biology Survey I — 3 credits
  OR
- BIOL 151 - General Biology I
- ENGL 101 - Composition I — 3 credits
- MATH 102 - College Algebra — 3 credits
- General Education Oral Communication — 3 credits
- General Education Social Science — 3 credits
- General Education Arts & Humanities — 3 credits
- CSC 105 - Introduction to Computers — 3 credits
- CIS 130 - Visual Basic Programming — 3 credits
  OR
- CSC 123 - Problem Solving and Programming
  OR
- CSC 150 - Computer Science I

Health Information Technology Courses — 40 Credits

- BIOL 323 - Human Anatomy and Physiology — 4 credits
  OR
- BIOL 221 - Human Anatomy — 4 credits
  AND
- BIOL 325 - Physiology — 4 credits
- HIM 130 - Basic Medical Terminology — 2 credits
- HIM 150 - Introduction to Health Information Management 3 - 4 credits — 4 credits
- HIM 170 - Legal Aspects Health Information Mgmt — 3 credits
- HIM 180 - Funda of Disease & Diagnosis Coding I — 4 credits
- HIM 225 – Intro to Healthcare Information Systems — 3 credits
- HIM 240 - Funda of Disease & Diagnosis Coding II — 4 credits

- HIM 252 - Basic Foundations Health Data Systems 3 credits
- HIM 257 - Management and Supervision of HIM 2 credits
- HIM 262 - Healthcare Procedure Coding Systems 3 credits
- HIM 264 - Revenue Cycle Management 1 credit
- HIM 265 - HIM Quality Management 3-4 credits 3 credits
- HIM 285 - Supervised Professional Practice 1 credit
- HIM 286 - Supervised Professional Practice 1 credit
- HIM 287 - Supervised Professional Practice 2 credits

Curriculum Notes: Courses are sequenced so that each successive course builds on the information presented in the prerequisite. It is therefore mandatory that students observe course sequencing in preparation of their schedules.

Health Information Technology students are required to complete 1 credit hour, 40 hours of HIM 285 - Supervised Professional Practice in an appropriate acute care facility; 1 credit hour, 40 hours of HIM 286 - Supervised Professional Practice in non-acute care setting facility; and 2 credit hours, 80 hours of HIM 287 - Supervised Professional Practice, in an appropriate acute care facility. Each student spends time in various-sized institutions under the direction of a qualified Clinical Supervisor.

Bachelor of Science in Information Systems

Graduates with a Bachelor of Science in Information Systems have a strong background in computing and business. Each graduate has an understanding of operating systems, data base applications programming, and on-line applications. Students are given significant experience in case studies of real-world information-systems application development.

Students in this program may be eligible for the Fast Track program. Contact the Dean of the College of Business and Information Systems for more information.

System-wide General Education Requirement — 30 Credits

Majors must take ECON 201, as part of the System-wide General Education Requirements.

Institutional Graduation Requirement — 11 Credits

Majors must take CIS 130 as part of the Institutional Graduation Requirements.

Required Courses — 30 Credits

- BADM 220 - Business Statistics 3 credits
- BADM 360 - Organization and Management 3 credits
- BADM 370 - Marketing 3 credits
- CIS 251 - Business Applications Programming 3 credits
- CIS 332 - Structured Systems Analysis and Design 3 credits
- CIS 338 - Project Management 3 credits
- CIS 350 - Computer Hardware, Data Communications and Networking 3 credits

  OR
- CSC 363 - Hardware, Virtualization, and Data Communication
- CIS 427 – Info Systems Planning and Management 3 credits
- CIS 484 - Database Management Systems 3 credits
- CIS 494 - Internship 1-8 credits 3 credits

  OR
- CIS 498 - Undergraduate Research/Scholarship 1-6 credits

Choose one specialization — 27 Credits

Business Analysis

- ACCT 210 - Principles of Accounting I 3 credits
- ACCT 211 - Principles of Accounting II 3 credits
- BADM 310 - Business Finance 3 credits
- BADM 321 - Business Statistics II 3 credits
- BADM 344 - Managerial Communications 3 credits
- BADM 350 - Legal Environment of Business 3 credits
- BADM 435 - Management Technology & Innovation 3 credits

- CIS 424 - Software Development with Agile Methodologies 3 credits
- ECON 202 - Principles of Macroeconomics 3 credits

Project Management

- BADM 344 - Managerial Communications 3 credits
- BADM 435 - Management Technology & Innovation 3 credits
- BADM 460 - Human Resource Management 3 credits
- CSC 245 - Information Security Fundamentals 3 credits
- CIS 325 - Management Information Systems 3 credits
- CIS 384 - Decision Support Systems 3 credits
- CIS 438 - Advanced Project Management 3 credits
- ECON 202 - Principles of Macroeconomics 3 credits
- SOC 285 - Society and Technology 3 credits

Software Development

- BADM 344 - Managerial Communications 3 credits
- CIS 275 - Web Application Programming I 3 credits
- CIS 277 - OS Interfaces and Utilities 3 credits
- CIS 375 - Web Application Programming II 3 credits
- CIS 424 - Software Development with Agile Methodologies 3 credits
- MATH 201 - Introduction to Discrete Mathematics 3 credits
- Choose three courses from the following 3 credits
- CSC 328 - Operating Environments 3 credits
- CIS 330 - COBOL I 3 credits
- CIS 361 - Adv Programming for Business Applications 3 credits
- CIS 476 - Web Development Environments 3 credits
- CIS 487 - Database Programming 3 credits
- CIS 488 - Advanced Database Issues 3 credits

Electives 22 Credits

Bachelor of Science in Professional Accountancy

The Bachelor of Science in Professional Accountancy is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

This program is designed for students who wish to pursue a career as a certified public accountant (CPA). South Dakota (as do most other states) requires that candidates for the CPA examinations have an accounting degree and 150 semester hours of college credit.

System-wide General Education Requirement — 30 Credits

Majors must take ECON 201 as part of the System-wide General Education Requirement.

Institutional Graduation Requirement — 11 Credits

Majors must take CIS 130 as part of the Institutional Graduation Requirements.

Business Core — 43 Credits

- BADM 101 - Survey of Business — 3 credits
- BADM 220 - Business Statistics — 3 credits
- BADM 310 - Business Finance — 3 credits
- BADM 321 - Business Statistics II — 3 credits
- BADM 344 - Managerial Communications — 3 credits
- BADM 350 - Legal Environment of Business — 3 credits
- BADM 351 - Business Law — 3 credits
- BADM 360 - Organization and Management — 3 credits
- BADM 370 - Marketing — 3 credits
- BADM 405 - International Trade & Finance — 3 credits
- BADM 425 - Production & Operations Management — 3 credits
- BADM 482 - Business Policy and Strategy — 3 credits
- ECON 202 - Principles of Macroeconomics — 3 credits
- MATH 121 - Survey of Calculus — 4 credits

Information Systems — 10 Credits

- CIS 251 - Business Applications Programming — 3 credits
- CIS 325 - Management Information Systems — 3 credits
- CSC 206 - Advanced Applications: — 1 credit
- CSC 206 - Advanced Applications: — 1 credit
- CSC 207 - Advanced Applications: Spreadsheet — 1 credit
- CSC 208 - Advanced Applications: Database — 1 credit *

Accounting — 30 Credits

- ACCT 210 - Principles of Accounting I — 3 credits
- ACCT 211 - Principles of Accounting II — 3 credits
- ACCT 310 - Intermediate Accounting I — 3 credits
- ACCT 311 - Intermediate Accounting II — 3 credits
- ACCT 320 - Cost Accounting — 3 credits
- ACCT 360 - Accounting Systems — 3 credits *
- ACCT 430 - Income Tax Accounting — 3 credits
- ACCT 431 - Advanced Income Tax — 3 credits
- ACCT 450 - Auditing — 3 credits
- ACCT 470 - Non-Profit Accounting — 3 credits

* CSC 208 is a prerequisite to ACCT 360.

Electives — 26 Credits

Total Semester Hours — 150 Credits

Fast-Track (4+1) Graduate Program (BIS)

Program description, goals, and benefits

The Technology FastTrack program at DSU provides a unique opportunity for high achieving undergraduate students to obtain both a Bachelors and a Master's degree in five years. This is accomplished by allowing these students to take selected graduate courses during their senior year. These courses will also count towards their undergraduate course requirements thereby accelerating completion of a graduate program. In effect, students will be able to:

- Leverage their presence on campus to complete some of the requirements of the graduate program during the last semesters of their undergraduate degree, thus reducing completion time by at least one semester. In effect, obtaining a BS and a MS degree in five years.
- Save on tuition cost by taking up to 9 credits of graduate course work that will count towards undergraduate and graduate program requirements.

Specific Undergraduate and Graduate Programs for Fast Track Requirements

The fast track programs are specifically for the Masters of Science in Information Assurance, Information Systems, Computer Science and Health Informatics graduate programs in the College of Business and Information Systems.

Undergraduate students in:

- **Information Systems (CIS) would select the MSIS program;**
- **Health Information Administration (HIA) would select the MSHI program.**

Admission requirements

Students in the identified majors may be admitted to the Fast Track program upon completion of their junior year. Accordingly, they can apply to the program in the last semester of their junior year. To be considered, the student will have to meet the following requirements:

- Have senior status by the time they commence their joint undergraduate/graduate program.
- Have a cumulative GPA of 3.25 or higher after grades have been posted from their junior year.

Application requirements

A 4+1 application can be picked up in either the College of Business & Information Systems or the College of Computing, the Office of Graduate Studies & Research, or on the graduate website. A completed application package is required once a student has earned his/her BS degree. See program information for specific application requirements.

Sample Programs of Study for College of BIS Information Systems with MSIS Program of Study

Students will be allowed to take up to 3 graduate courses from either Plan A or Plan B during their senior year.

Plan A

Substitute three specific INFS core courses for three specific CIS courses (a total of nine credits):

- Take: INFS 720 Systems Analysis & Design Using Case-based tools
  To Replace: CIS 332 - Structured Systems Analysis and Design
- Take: INFS 724 Project and Change Management
  To Replace: CIS 427 - Information Systems Planning and Management
- Take: INFS 760 Enterprise Modeling, and Data Management
  To Replace: CIS 484 - Database Management Systems

Plan B

Substitute three specific INFS core courses from the list to replace three CIS Electives (a total of nine credits)

Recommended selections:

- INFS 720 - Systems Analysis & Design Using Case-based tools
- INFS 724 - Project and Change Management
- INFS 730 - Programming for E Commerce
- INFS 750 - IT Infrastructure, Technology and Network Mgmt
- INFS 760 - Enterprise Modeling, and Data Management
- INFS 780 - Information Technology Strategy and Policy

Health Information Administration with MSHI Program of Study

Students will be allowed to take up to 3 graduate courses during their senior year. Substitute three specific HIMS core courses to replace three electives (a total of nine credits).

Recommended selections:

- HIMS 742 Healthcare Information Infrastructure
- HIMS 744 Healthcare Information Analysis
- HIMS 747 Business of Health Informatics

Minor

Business Administration — 21 Credit

Business Administration minor cannot be used with Business Administration or Business Education major.

[b] ECON 201 must be taken as a general education course.

- ACCT 210 - Principles of Accounting I — 3 credits
- ACCT 211 - Principles of Accounting II — 3 credits
- BADM 310 - Business Finance — 3 credits
- BADM 350 - Legal Environment of Business — 3 credits
- BADM 360 - Organization and Management — 3 credits
- BADM 370 - Marketing — 3 credits
- ECON 202 - Principles of Macroeconomics — 3 credits [b]

Business Education — 18-19 Credits

(Students must take ECON 201 as part of General Education)
Business Administration minor cannot be used with Business Administration or Business Education major.

- ACCT 210 - Principles of Accounting I — 3 credits
- ACCT 211 - Principles of Accounting II — 3 credits
- BADM 344 - Managerial Communications — 3 credits
- BADM 350 - Legal Environment of Business — 3 credits
- BADM 360 - Organization and Management — 3 credits
- BADM 370 - Marketing — 3 credits
- SEED 303 - Secondary/Middle Content Area: Minor — 1 credit *

* Students who have a computer education major are not required to complete SEED 303.

Computer Education — 20 Credits

- CIS 130 - Visual Basic Programming — 3 credits
- CIS 325 - Management Information Systems — 3 credits
- CIS 350 - Computer Hardware, Data Communications and Networking — 3 credits
- CSC 150 - Computer Science I 3-4 credits — 3 credits
- CSC 206 - Advanced Applications: — 1 credit
- EDFN 365 - Computer-Based Technology & Learning 2-3 credits — 3 credits
- EDFN 366 - Teaching Using Video Conferencing — 1 credit
- EDFN 465 - Multimedia Web Development in Education 2-3 credits — 2 credits
- SEED 303 - Secondary/Middle Content Area: Minor — 1 credit *

* Required of education majors only.

Computer Information Systems — 18 Credits

- CIS 251 - Business Applications Programming — 3 credits
- CIS 325 - Management Information Systems — 3 credits
- CIS 332 - Structured Systems Analysis and Design — 3 credits
- CIS 350 - Computer Hardware, Data Communications and Networking — 3 credits

OR

- CSC 363 - Hardware, Virtualization, and Data Communication
- CIS 484 - Database Management Systems — 3 credits
- CIS/CSC Elective — 3 credits

Entrepreneurial Studies — 19-22 Credits

- ACCT 210 - Principles of Accounting I — 3 credits

AND

- ACCT 211 - Principles of Accounting II — 3 credits

OR

- BADM 334 - Small Business Management — 3 credits
- BADM 336 - Entrepreneurship I — 3 credits
- BADM 370 - Marketing — 3 credits
- BADM 438 - Entrepreneurship II — 3 credits
- BADM 474 - Personal Selling — 3 credits
- BADM 489 - Business Plan Writing and Competition — 1 credit

Health Information Management — 18 credits

- HIM 130 - Basic Medical Terminology — 2 credits
- HIM 150 - Introduction to Health Information Management — 4 credits
- HIM 170 - Legal Aspects Health Information Mgmt — 3 credits
- HIM 225 - Introduction to Healthcare Info Systems — 3 credits
- HIM 252 - Basic Foundations Health Data Systems — 3 credits
- HIM 265 - HIM Quality Management 3-4 credits — 3 credits

Marketing Education — 19-23 Credits

[a] Marketing Education minor cannot be used as a minor with Business Administration major.

- ACCT 210 - Principles of Accounting I — 3 credits
- ACCT 211 - Principles of Accounting II — 3 credits
- BADM 350 - Legal Environment of Business — 3 credits
- BADM 370 - Marketing — 3 credits
- BADM 474 - Personal Selling — 3 credits
- BADM 494 - Internship 1-12 credits — 1-4 credits
- SEED 303 - Secondary/Middle Content Area: Minor — 1 credit *

* Required of education majors only.

Web Development — 18 Credits

- CIS 275 - Web Application Programming I — 3 credits
- CIS 375 - Web Application Programming II — 3 credits
- CIS 476 - Web Development Environments — 3 credits
- CIS 484 - Database Management Systems — 3 credits
- CSC 260 - Object Oriented Design — 3 credits
- CSC 451 - Mobile Development Environments — 3 credits

Certificate

Health Care Coding Certificate 35-36 Credits

The Health Care Coding Certificate program prepares students with entry-level skills needed to code, classify, and index diagnoses and procedures for the purpose of reimbursement, standardization, retrieval and statistical analysis. The program focuses on industry standards like ICD and CPT coding and third-party reimbursement will be emphasized. The courses within the Health Care Coding Certificate program are also applicable to the A.S. in Health Information Technology and the B.S. in Health Information Administration and students may wish to progress into those programs. An important part of the Coding Certificate Program is the supervised professional practice. This internship is completed at a healthcare facility to provide for hands-on reinforcement of the classroom instruction.

Graduates of the Health Care Coding Certificate program may wish to write the American Health Information Management Association's certification examination to become a Certified Coding Associate (CCA). Additional credentials may be obtained after gaining work experience and these practitioners may write the examinations to become a Certified Coding Specialist (CCS) or Certified Coding Specialist-Physician based (CCS-P).

The Health Information Management Programs student handbook supplements the information outlined here in the catalog and identifies additional program specific requirements.

- BIOL 101 - Biology Survey I 3 credits
  OR
- BIOL 151 - General Biology I 4 credits
- BIOL 323 - Human Anatomy and Physiology 4 credits
  OR
- BIOL 221 - Human Anatomy 4 credits
  AND
- BIOL 325 - Physiology 4 credits
- CSC 105 - Introduction to Computers 3 credits
- HIM 130 - Basic Medical Terminology 2 credits
- HIM 150 - Introduction to Health Information Management 3 - 4 credits 4 credits
- HIM 170 - Legal Aspects Health Information Mgmt 3 credits
- HIM 180 - Funda of Disease & Diagnosis Coding I 4 credits
- HIM 225 – Intro to Healthcare Information Systems 3 credits
- HIM 240 - Funda of Disease & Diagnosis Coding II 4 credits
- HIM 262 - Healthcare Procedure Coding Systems 3 credits
- HIM 264 - Revenue Cycle Management 1 credit
- HIM 283 - Healthcare Coding Experience 1 credit

Information Technology Entrepreneurship Certificate

The Information Technology Entrepreneurship certificate program is a module-based, non-credit interdisciplinary program that will provide individuals who have information technology skills with the entrepreneurship skills needed to start and operate a successful business. With advancements in telecommunications and information technology, this work can be done virtually anywhere in the United States or even the world. Remote rural areas will no longer be at a major economic disadvantage and as a result, the proposed certificate program seeks to provide rural residents with the information technology entrepreneurship skills and tools needed to capitalize on this opportunity.

The certificate program will not offer courses or program modules for credit. To earn the Information Technology Entrepreneurship certificate, individuals would complete a minimum of four modules:

- Building a new business in Technology
- Hiring and Managing Employees
- Website Development to Support Entrepreneurship
- Successful Computer Consulting
- Software design estimation
- Using Finance Software to Monitor your Business

Information Technology Management — 12 Credits

- CIS 325 - Management Information Systems — 3 credits
- CIS 350 - Computer Hardware, Data Communications and Networking — 3 credits
- CIS 384 - Decision Support Systems — 3 credits
- CSC 105 - Introduction to Computers (or equivalent) — 3 credits

Technology Database Management Systems — 12 Credits

- CIS 332 - Structured Systems Analysis and Design — 3 credits
- CIS 484 - Database Management Systems — 3 credits
- CSC 150 - Computer Science I 3-4 credits — 3 credits
- CSC 250 - Computer Science II — 3 credits

Web Application Development — 12 Credits

- CIS 130 - Visual Basic Programming — 3 credits
- CIS 251 - Business Applications Programming — 3 credits
- CIS 275 - Web Application Programming I — 3 credits
- CIS 375 - Web Application Programming II — 3 credits

Website Administration — 12 Credits

- CIS 350 - Computer Hardware, Data Communications and Networking — 3 credits
- CIS 383 - Networking I — 3 credits
- CIS 488 - Advanced Database Issues — 3 credits
- CSC 105 - Introduction to Computers — 3 credits

College of Computing

Programs

- Computer Game Design, B.S.
- Computer Science, B.S.
- Cyber Operations, B.S.
- Network and Security Administration, A.S.
- Network and Security Administration, B.S.
- Fast-Track (4+1) Graduate Program (Computing)

Minors:

- Computer Forensics Minor
- Computer Science Minor
- Cyber Operations Minor
- High-Performance Computing Minor
- Mobile Application Development Minor
- Networking Security Administration Minor

Certificates:

- High-Performance Computing Certificate
- Information Systems Management
    - Network and Telecommunications Administration
    - Object Oriented Programming

Faculty

Department Chairs:

Computer Science & Game Design: Chris Olson
Cyber Operations: Kevin Streff

Professors: Josh Pauli, Wayne Pauli

Associate Professors: Steve Graham, Tom Halverson, Stephen Krebsbach, Kevin Streff

Assistant Professors: Barbara Myers, Austin O'Brien, Chris Olson, Ashley Podhradsky, Yong Wang

Instructors/Lectures: Kyle Cronin, Kathy Engebrecht, Mike Ham, Rob Honomichl, Pam Rowland, Josh Stroschein, Brent Tulloss

Mission

The mission of the College of Computing is to educate and prepare students to be life long learners and professionals in computer game design, computer science, cyber operations and network and security administration. Inherent in the educational process is challenging individuals to develop information management skills, to think logically, and to make sound decisions. Information technology is integrated throughout the curriculum. This emphasis on information technology and faculty expertise provides the foundation for Dakota State University's Center of Excellence.

The College offers a doctorate degree in Cyber Security; masters degrees in Cyber Security, Computer Science and Information Assurance and Computer Security; and baccalaureate degrees in Computer Game Design, Computer Science, Cyber Operations and Network and Security Administration. Also, the college offers an Associate of Science degree in Network and Security Administration which articulates with the related four-year degree. DSU has a fast track program for certain majors. Students who might be eligible should contact the Department Chairs for the College of Computing. In addition to course work in the academic setting, the College provides opportunities for students to learn through work and consulting experience. Internships and supervised professional practices are available in most programs.

Center of Excellence Honors Program

The Dakota State University Center of Excellence Honors Program targets high achieving students. Successful completion of the program requirements by the student will result in the student being designated "Center of Excellence Honors Graduate". This designation will appear on the student's transcripts, diplomas, and the commencement program. The full program can be found in the General Studies section of this catalog.

Bachelor of Science in Computer Game Design

This degree provides students with the fundamental skills needed to work in video game design, development, and production or in similar areas such as interactive or simulation based software and digital media. The program is interdisciplinary and requires substantial teamwork from students while they take courses in game design, digital arts, and software design. Core courses include writing, two-dimensional and three-dimensional design, software development, calculus, and physics. Electives enable students to pursue their interests or enhance specific design and development skills.

Video games are an engine for economic growth. In 2013, worldwide sales topped $93 billion, with projections that global sales will reach $111.1 billion in 2015. In the United States, sales exceeded $22 billion in revenue. Computer and video game companies directly and indirectly employ more than 146,000 people in the United States. Job titles and duties vary by genre and company organization, and jobs change rapidly as new technology emerges.

System-wide General Education Requirement 30 Credits

Majors must take ART 121, MATH 123, PHYS 111/PHYS 113 or PHYS 211/PHYS 213 as part of the System-wide General Education Requirement.

Institutional Graduation Requirement 11 Credits

Majors must take CSC 150 as part of the Institutional Graduation Requirement.

Required Courses 60 Credits

- ARTD 282 - 2-D Design on Computers I 3 credits
- ARTD 285 - 2-D Design on Computers II 3 credits
- ARTD 382 - 3-D Design on Computers I 3 credits
- ARTD 385 - 3-D Design on Computers II 3 credits
- ARTD 431 - Computer Graphic Effects I 3 credits
- CIS 275 - Web Application Programming I 3 credits
- CIS 332 - Structured Systems Analysis and Design 3 credits
- CIS 375 - Web Application Programming II 3 credits
- CSC 250 - Computer Science II 3 credits
- CSC 260 - Object Oriented Design 3 credits
- CSC 300 - Data Structures 3 credits
- DAD 375 - Storyboarding 3 credits
- GAME 111 - Introduction to Game Design 3 credits
- GAME 222 - Computer Game Analysis and Development 3 credits
- GAME 333 - Project and Process I 3 credits
- GAME 334 - Project and Process II 3 credits
- GAME 444 - Project Development I 3 credits
- GAME 445 - Project Development II 3 credits
- MATH 282 - Mathematics of Games 3 credits
- MCOM 353 - Web-Based Interactivity 3 credits

Electives 19 Credits

Students may complete their degree by earning the 19 elective credits from any area. Students might pursue additional courses in art or programming or interests as varied as history or economics.

Emphasis

Students may concentrate on a specific area of game development by taking additional courses. To earn an optional Emphasis, students may (in consultation with their program advisor) select and complete 30 credits from one of the following three areas:

Game Art Emphasis — 30 credits

- ART 111 - Drawing I — 3 credits
- ART 122 - Design II Color — 3 credits
- ART 123 - Three Dimensional Design — 3 credits
- ART 212 - Drawing IV: Mixed Media — 3 credits
- ART 213 - Figure Drawing — 3 credits
- ART 231 - Painting I — 3 credits
- ART 340 - Sculpture Techniques 2-3 credits — 3 credits
- ARTD 185 - Introduction to Animation — 3 credits
- ARTD 245 - History of Graphics — 3 credits
- ARTD 250 - 2D Digital Animation — 3 credits
- ARTD 286 - Motion Graphics and Compositing — 3 credits
- ARTD 336 - Digital Photography I — 3 credits
- ARTD 356 - Digital Painting — 3 credits
- ARTD 388 - Environmental Design — 3 credits
- ARTD 436 - Digital Photography II — 3 credits
- ARTD 439 - 3-D Character Design and Modeling — 3 credits
- ARTD 441 - 3-D Character Animation — 3 credits
- ARTD 460 - Digital Editing — 3 credits
- ARTD 480 - Studio Processes — 3 credits
- GAME 491 - Independent Study 1-3 credits — 3 credits
- GAME 492 - Topics 1-3 credits — 3 credits

Narrative Design Emphasis — 30 credits

- ARTD 185 - Introduction to Animation — 3 credits
- CIS 447 - Artificial Intelligence — 3 credits
- DAD 310 - Digital Soundtrack Production — 3 credits
- GAME 291 - Independent Study 1-3 credits — 3 credits
- GAME 292 - Topics 1-3 credits — 3 credits
- GAME 360 - Narrative Design — 3 credits
- GAME 363 - Game Genres: — 3 credits
- GAME 365 - Classical Myth and Media — 3 credits
- GAME 366 - Contemporary Myth and Media — 3 credits
- GAME 370 - Game Mechanics: — 3 credits
- GAME 375 - Level Design I — 3 credits

- GAME 475 - Level Design II 3 credits
- GAME 491 - Independent Study 1-3 credits 3 credits
- GAME 492 - Topics 1-3 credits 3 credits

Software Development Emphasis 30 credits

- CIS 447 - Artificial Intelligence 3 credits
- CIS 468 - Scripting for Network Administration 3 credits
- CIS 484 - Database Management Systems 3 credits
- CIS 487 - Database Programming 3 credits
- CSC 403 - Programming Graphical User Interface 3 credits
- CSC 410 - Parallel Computing 3 credits
- CSC 433 - Computer Graphics 3 credits
- CSC 451 - Mobile Development Environments 3 credits
- CSC 456 - Operating Systems 3 credits
- CSC 461 - Programming Languages 3 credits
- CSC 466 - Language Processing 3 credits
- CSC 482 - Algorithms and Optimization 3 credits
- GAME 491 - Independent Study 1-3 credits 3 credits
- GAME 492 - Topics 1-3 credits 3 credits
- MATH 201 - Introduction to Discrete Mathematics 3 credits
- MATH 315 - Linear Algebra 3-4 credits 3 credits
- MATH 316 - Discrete Mathematics 2-3 credits 3 credits

Students double majoring in Computer Science and Computer Game Design are required to take other courses as part of the Computer Game Design requirements that address the content of CIS 383 and CSC 470, so these two courses are being waived from the CSC major requirements.

Bachelor of Science in Computer Science

Graduates with a Bachelor of Science in Computer Science have a strong background in both the theoretical and applied areas of computer science. This program stresses the technical and theoretical development of computer programs and systems.

Each graduate has an understanding of structured programming techniques, operating systems, computer architecture, data structures, as well as the opportunity to take advanced courses in various areas of computer science. Students in this program may be eligible for the Fast Track program. Contact the Department Chairs for the College of Computing for more information.

System-wide General Education Requirement — 30 Credits

Majors who test directly into MATH 123 will not need to complete MATH 102, but must take 3 credits of general electives.

Institutional Graduation Requirement — 11 Credits

Majors must take CSC 150 as part of the Institutional Graduation Requirements.

Required Courses — 51 Credits

- CIS 332 - Structured Systems Analysis and Design — 3 credits
- CIS 383 - Networking I — 3 credits
- CIS 484 - Database Management Systems — 3 credits
- CSC 245 - Information Security Fundamentals — 3 credits
- CSC 250 - Computer Science II — 3 credits
- CSC 260 - Object Oriented Design — 3 credits
- CSC 300 - Data Structures — 3 credits
- CSC 314 - Assembly Language — 3 credits
- CSC 410 - Parallel Computing — 3 credits
- CSC 456 - Operating Systems — 3 credits
- CSC 461 - Programming Languages — 3 credits
- CSC 466 - Language Processing — 3 credits
- CSC 470 - Software Engineering — 3 credits
- CSC 482 - Algorithms and Optimization — 3 credits
- Select three 300-400-level CIS/CSC courses (CIS 275 allowed) — 9 credits

Support Courses — 19 Credits

- MATH 123 - Calculus I — 4 credits
- MATH 201 - Introduction to Discrete Mathematics — 3 credits
- MATH 281 - Introduction to Statistics — 3 credits

  OR

- MATH 381 - Introduction to Probability and Statistics 3-4 credits — 3 credits
- MATH 316 - Discrete Mathematics 2-3 credits — 3 credits
- MATH Electives* — 6 credits

* MATH 125 or MATH 200-level or above (except MATH 341/MATH 342)

Electives 9 Credits

Students double majoring in Computer Science and Computer Game Design are required to take other courses as part of the Computer Game Design requirements that address the content of CIS 383 and CSC 470, so these two courses are being waived from the CSC major requirements.

Bachelor of Science in Cyber Operations

Graduates with a Bachelor of Science in Cyber Operations have a strong background in computing and networking. They are well prepared to enter one of the fastest growing business areas in the twenty-first century and typically assume jobs such as Computer Security Analyst, Web Security Manager, Webmaster, Database Manager, and Networking Analyst.

Each graduate will have an understanding of network security, computer security, database design, computer programming - including current client-side and server-side technologies, intranets, communications protocols, and privacy.

Students in this program may be eligible for the Fast Track program. Contact the Department Chairs for the College of Computing.

System-wide General Education Requirement — 30 Credits

Institutional Graduation Requirement — 11 Credits

Majors must take CSC 150 as part of the Institutional Graduation Requirement.

Required Courses — 69 Credits

- CIS 275 - Web Application Programming I — 3 credits
- CIS 332 - Structured Systems Analysis and Design — 3 credits
- CIS 375 - Web Application Programming II — 3 credits
- CIS 383 - Networking I — 3 credits
- CIS 385 - Networking II — 3 credits
- CIS 484 - Database Management Systems — 3 credits
- CIS 487 - Database Programming — 3 credits
- CSC 245 - Information Security Fundamentals — 3 credits
- CSC 250 - Computer Science II — 3 credits
- CSC 300 - Data Structures — 3 credits
- CSC 314 - Assembly Language — 3 credits
- CSC 328 - Operating Environments — 3 credits
- CSC 363 - Hardware, Virtualization, & Data Com — 3 credits
- CSC 420 - Cellular and Mobile Communications — 3 credits
- CSC 432 - Malware Analysis — 3 credits
- CSC 434 - Web Software Security — 3 credits
- CSC 436 - Offensive Network Security — 3 credits
- CSC 438 - Defensive Network Security — 3 credits
- CSC 444 - Reverse Engineering — 3 credits
- CSC 456 - Operating Systems — 3 credits
- CSC 470 - Software Engineering — 3 credits
- MATH 201 - Introduction to Discrete Mathematics — 3 credits
- MATH 316 - Discrete Mathematics 2-3 credits — 3 credits

Electives — 10 Credits

Associate of Science in Network and Security Administration

The Associate of Science in Network and Security Administration degree program will provide graduates with a background in computer network and theory. It is a subset of the curriculum for the BS degree program and constitutes the first stage of a 2 + 2 program. Graduates will have the skills necessary to work with information technology infrastructure required in today's businesses, with job titles that include system administrator, network system engineer, systems analyst, network analyst, network application developer and technical consultants.

System-wide General Education Requirement 18 Credits

Institutional Graduation Requirement 6 Credits

Majors must take CSC 150 as part of the Institutional Graduation Requirements.

Required Courses 26 Credits

- CIS 321 - Information Security Management 3 credits
- CIS 383 - Networking I 3 credits
- CIS 385 - Networking II 3 credits
- CIS 387 - Routing and Switching 5 credits
- CSC 245 - Information Security Fundamentals 3 credits
- CSC 250 - Computer Science II 3 credits
- CSC 328 - Operating Environments 3 credits
- CSC 363 - Hardware, Virtualization, and Data Com 3 credits

Electives 10 Credits

Bachelor of Science in Network and Security Administration

The Bachelor of Science in Network and Security Administration will provide graduates a strong background in computer networking theory, Microsoft Windows-based networks, UNIX/Linux network operating systems, mission-critical applications. Graduates will have the skills necessary to manage the information technology infrastructure required to operate a modern business, with job titles that include as system administrator, network system engineer, systems analyst, network analyst, network application developer and technical consultants. Graduates will have a solid business management background, which enables them to effectively communicate with and support the various operational units within a business organization.

Students in this program may be eligible for the Fast Track program. Contact the Department Chairs for the College of Computing.

System-wide General Education Requirement 30 Credits

Institutional Graduation Requirement 11 Credits

Majors must take CSC 150 as part of the Institutional Graduation Requirement.

Required Courses 68 Credits

- CIS 275 - Web Application Programming I 3 credits
- CIS 321 - Information Security Management 3 credits
- CIS 375 - Web Application Programming II 3 credits
- CIS 383 - Networking I 3 credits
- CIS 385 - Networking II 3 credits
- CIS 387 - Routing and Switching 5 credits
- CIS 407 - Advanced Routing and Switching 3 credits
- CIS 460 - Windows Administration 3 credits
- CIS 462 - UNIX/Linux Administration 3 credits
- CIS 466 - Survey of Network Administration 3 credits
- CIS 468 - Scripting for Network Administration 3 credits
- CIS 484 - Database Management Systems 3 credits
- CSC 245 - Information Security Fundamentals 3 credits
- CSC 250 - Computer Science II 3 credits
- CSC 328 - Operating Environments 3 credits
- CSC 363 - Hardware, Virtualization, and Data Com 3 credits
- CSC 388 - Computer Forensics Fundamentals 3 credits
- CSC 434 - Web Software Security 3 credits
- CSC 436 - Offensive Network Security 3 credits
- CSC 438 - Defensive Network Security 3 credits
- CSC 494 - Internship 1-8 credits 3 credits
  OR
- CSC 498 - Undergraduate Research/Scholarship 3 credits
- MATH 281 - Introduction to Statistics 3 credits

Electives 11 Credits

Fast-Track (4+1) Graduate Program (Computing)

Program description, goals, and benefits

The Technology FastTrack program at DSU provides a unique opportunity for high achieving undergraduate students to obtain both a Bachelors and a Master's degree in five years. This is accomplished by allowing these students to take selected graduate courses during their senior year. These courses will also count towards their undergraduate course requirements thereby accelerating completion of a graduate program. In effect, students will be able to:

- Leverage their presence on campus to complete some of the requirements of the graduate program during the last semesters of their undergraduate degree, thus reducing completion time by at least one semester. In effect, obtaining a BS and a MS degree in five years.
- Save on tuition cost by taking up to 9 credits of graduate course work that will count towards undergraduate and graduate program requirements.

Specific Undergraduate and Graduate Programs for Fast Track Requirements

The fast track programs are specifically for the Masters of Science in Information Assurance, Information Systems, Computer Science and Health Informatics graduate programs in the College of Business and Information Systems.

Undergraduate students in:

- Network and Security Administration (NSA) would select the MSIA program
- Cyber Operations (CyOp) would select either the MSIA or MSACS programs
- Computer Science (CSC) would select either the MSIA or MSACS programs

Admission requirements

Students with a identified majors may be admitted to the Fast Track program upon completion of their junior year. Accordingly, they can apply to the program in the last semester of their junior year. To be considered, the student will have to meet the following requirements:

- Have senior status by the time they commence their joint undergraduate/graduate program.
- Have a cumulative GPA of 3.25 or higher after grades have been posted from their junior year.

Application requirements

A 4+1 application can be picked up in either the College of Business & Information Systems or the College of Computing, the Office of Graduate Studies & Research, or on the graduate website. A completed application package is required once a student has earned his/her BS degree. See program information for specific application requirements.

Sample Program of Study for College of Computing

Cyber Operations/Network and Security Admin / Computer Science with MSIA Program of Study

Students will be allowed to take up to 3 graduate courses during their senior year. Substitute three specific INFA core courses to replace three elective (a total of nine credits).

Recommended selection:

- INFA 701 Principles of Information Assurance
- INFA 713 Managing Security Risks
- INFA 715 Data Privacy

Cyber Operations/Computer Science with MSASC Program of Study

Students will be allowed to take up to 3 graduate courses during their senior year. Substitute three specific CSC graduate level core courses to replace three electives (a total of nine credits).

Recommended selection:

- CSC 705 Design and Analysis Computer Algorithms
- CSC 714 Database Systems
- CSC 718 Operating Systems and Parallel Programming

Minors

Computer Forensics — 18 Credits

- CSC 328 - Operating Environments 3 credits
- CIS 383 - Networking I 3 credits
- CIS 385 - Networking II 3 credits
- CSC 388 - Computer Forensics Fundamentals 3 credits
- CIS 418 - Advanced Computer Forensics 3 credits
- CIS 419 - Advanced Windows Forensics 3 credits

Computer Science — 18 Credits

- CIS 484 - Database Management Systems 3 credits
- CSC 250 - Computer Science II 3 credits
- CSC 260 - Object Oriented Design 3 credits
- CSC 300 - Data Structures 3 credits
- CSC 461 - Programming Languages 3 credits
- CSC 470 - Software Engineering 3 credits

Cyber Operations — 18 Credits

- CSC 420 - Cellular and Mobile Communications 3 credits
- CSC 314 - Assembly Language 3 credits
- CSC 432 - Malware Analysis 3 credits
- CSC 434 - Web Software Security 3 credits
- CSC 436 - Offensive Network Security 3 credits
- CSC 444 - Reverse Engineering 3 credits

High-Performance Computing — 18 Credits

- CSC 300 - Data Structures 3 credits
- CSC 410 - Parallel Computing 3 credits
- CSC 433 - Computer Graphics 3 credits
- CSC 460 - Scientific Visualization 3 credits
- CSC 492 - Topics 1-5 credits 3 credits
- CSC 498 - Undergraduate Research/Scholarship 3 credits

Mobile Application Development — 18 Credits

- CIS 275 - Web Application Programming I — 3 credits
- CIS 340 - Java Programming — 3 credits
- CIS 484 - Database Management Systems — 3 credits
- CSC 260 - Object Oriented Design — 3 credits
- CSC 451 - Mobile Development Environments — 6 credits (repeatable)

Networking Security Administration — 20 Credits

- CSC 245 - Information Security Fundamentals — 3 credits
- CIS 385 - Networking II — 3 credits
- CIS 387 - Routing and Switching — 5 credits
- CIS 460 - Windows Administration — 3 credits
- CIS 462 - UNIX/Linux Administration — 3 credits
- CSC 438 - Defensive Network Security — 3 credits

Certificate

High-Performance Computing Certificate — 12 Credits

- CSC 300 - Data Structures — 3 credits
- CSC 410 - Parallel Computing — 3 credits
- CSC 433 - Computer Graphics — 3 credits
- CSC 460 - Scientific Visualization — 3 credits

Network and Telecommunications Administration 12 Credits

- CIS 350 - Computer Hardware, Data Communications and Networking — 3 credits
- CIS 383 - Networking I — 3 credits
- CIS 385 - Networking II — 3 credits
- CSC 105 - Introduction to Computers — 3 credits or equivalent

Object Oriented Programming — 12 Credits

- CSC 105 - Introduction to Computers — 3 credits or equivalent
- CSC 150 - Computer Science I 3-4 credits — 3 credits
- CSC 250 - Computer Science II — 3 credits
- CSC 461 - Programming Languages — 3 credits

College of Education

Programs

- Elementary Education, B.S.E.
- Elementary Education / Special Education, B.S.E.
- Exercise Science, B.S.
- Physical Education, B.S.E.
- K-12 and Secondary Education
    - Biology Education, B.S.E.
    - Business Education, B.S.E.
    - Computer Education, B.S.E.
    - English Education, B.S.E.
    - Mathematics Education, B.S.E.

Minors and Endorsements

- Art Minor/K-12 Endorsement Program
- Biology Minor/7-12 Endorsement Program
- Business Minor/7-12 Endorsement Program
- Chemistry Minor/7-12 Endorsement Program
- Coaching: Elementary, Middle School, Assistant Varsity Endorsement Program
- Coaching: Varsity/Head Coach Endorsement Program
- Educational Technology Endorsement Program (K-12)
- Educational Technology Minor (K-12)
- English Minor/7-12 Endorsement Program in Literature and Composition/Grammar
- Health Minor/K-12 Endorsement Program
- History Minor/7-12 Endorsement Program
- Kindergarten Endorsement Program
- Marketing Minor/7-12 Endorsement Program
- Mathematics (K-8) Minor
- Mathematics Minor/7-12 Endorsement Program
- Middle School (5-8) Content Endorsement Program
- Physical Education Minor/K-12 Endorsement Program
- Physics Minor/7-12 Endorsement Program
- Reading (PreK-12) Minor
- Sociology Minor/7-12 Endorsement Program
- Speech Communication Theatre Minor/7-12 Endorsement Program

Certificates:

- Online Secondary Education Certification Program

Faculty

Gale Wiedow, Associate Professor and Dean

Crystal Pauli, Associate Professor and Associate Dean

Professor: Mark Hawkes

Associate Professors: Timothy Fiegen, Mark Geary, Jennifer Nash, Haomin Wang

Assistant Professors: Scott Klungseth, Gabe Mydland, Scott Staiger

Instructors/Lecturers: Josh Anderson, Katie Anderson, Anthony Drealan, Gary Garner, Brad Gilbert, Scott Hortness, Carla Miller, Kevin Smith, Sandi Steinhoff-Muller, Steve Steele, Amy Veenhof

Vision and Mission Statement, Core Values, Conceptual Framework, and Standards of the College of Education

The 1881 Dakota Territorial Legislature established Dakota State University to prepare teachers to help meet the needs of an emerging society - that of the western frontier. Today, South Dakota again faces a new frontier - the Information Age. Dakota State University now prepares teachers to meet these new challenges and to lead the process of technological change in schools. Our graduates have the will, the expertise, and the vision to advocate for the paradigm shifts required of schools in the 21st century.

The College of Education has kept the best of its heritage and tradition in teacher preparation by continuing to meet the needs of a changing profession. As the profession faces the new demands the 21st century places upon society's educational structures, the College recognizes its teacher education graduates must do more than simply prepare for the coming changes. Its graduates must be empowered to actively participate in shaping the changes that will characterize schools in the future.

Technology is one of the primary vehicles of change through which the teaching profession marshals its energy and collective wisdom to create the schools of the 21st century. Technology connects teachers and students to the global environment enabling them to imagine, create, evaluate, and solve problems even from distant locations. Teachers use computers to design instruction, manage classroom activities and resources, create lessons, prepare assessments, and perform tasks not yet envisioned. All Dakota State University teacher education graduates earn a certification in K-12 Educational Technology on their certificate due to the intense computing preparation they receive in their programs.

Vision

The vision of the College of Education is to prepare highly-qualified educators and be recognized in the state and nation for outstanding programs.

Mission

The mission of the College of Education is to guide undergraduate and graduate students through the process of acquiring and applying professional knowledge, skills, and dispositions with emphasis on integrating technology in the teaching and learning process to positively impact K-12 learning.

Conceptual Framework

Teaching: A Journey worth taking.

Teacher Education Program Standards:

Our teacher candidates will:

- understand the central concepts, tools of inquiry, and structures of the content/subject matter/disciplines they teach and be able to create learning experiences that make these aspects meaningful for learners.
- understand how children learn, construct knowledge, and develop, and be able to provide learning opportunities that support their intellectual, social and personal development.
- understand how learners differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- understand and use a variety of instructional strategies to encourage learners' development of critical thinking, problem solving, and performance skills.
- use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- plan instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.
- understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- be reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek opportunities to grow professionally.
- collaborate with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- understand the capabilities of technology, its impact on education and be able to integrate technology into the teaching and learning process.

Title II of Higher Education Act Reporting Requirements

Title II of the Higher Education Act includes reporting requirements directed towards establishing accountability for programs that prepare teachers. Institutions of higher education that prepare teachers must report to the state and to the public program information about the length of clinical experience, faculty-student ratio of supervision for clinical experience, and other supplementary contextual information about the teacher preparation program. This act also calls for states to establish criteria to assess the performance of teacher preparation programs including indicators of teacher candidate knowledge and skills and to identify low-performing programs of teacher preparation.

During the 2012-2013 academic year, 72 students were enrolled in teacher education programs at Dakota State University. A total of 76 students were enrolled in a supervised clinical experiences during the same year. These 76 students were supervised by a total of 15 supervisors for a 5.07 student teacher/faculty ratio. The College of Education at Dakota State University is accredited by the South Dakota Department of Education and the National Council for Accreditation of Teacher Education. The College of Education has not been identified as low performing by the State of South Dakota.

Center of Excellence Honors Program

The Dakota State University Center of Excellence Honors Program targets high achieving students. Successful completion of the program requirements by the student will result in the student being designated "Center of Excellence Honors Graduate."This designation will appear on the student's transcripts, diplomas, and the commencement program. The full program can be found in the General Studies section of this catalog

Field Experiences

Beginning with the first professional education course, all education majors have a variety of experiences in area schools which allow them to experience the application of theories learned in their coursework. Field experiences are integrated into coursework throughout the program, increasing in concentration from structured observations to instructional decision-making. The program's unique feedback process develops effective teaching proficiencies through professional assessments.

Professional education courses in all teacher education programs have a field-based component. Students who register for these classes are responsible to meet these requirements outside of the regular class meeting times. Students will be informed of field-based requirements at the beginning of each course through the course syllabus and additional information provided by the course instructor. Students must successfully complete the field-based component in order to receive course credit.

Requirements for Admission

Admission to Teacher Education

Admission to teacher education is required for all students expecting to complete a teacher education program leading to initial certification in any teaching field. Students must be admitted in order to enroll in any course in any upper level Professional education courses.

Submission of Application Packet

Admission to the teacher education program requires the submission of a formal application to the Student Assessment and Monitoring Committee, c/o College of Education. The application packet may be submitted after 32 semester hours of coursework and during the semester preceding the semester of enrollment in teacher education courses.

Requirements for Admission to the Teacher Education Program

All candidates for the Bachelor of Science in Education degree or for certification only must complete a major in a certifiable teaching area. The following requirements must be met:

A. Declare a major and minor if required. Students must meet specific requirements of the major/minor and should consult with the respective college to determine specific requirements.

B. A cumulative GPA of 2.6 or better in all course work attempted.

C. Complete courses in written communications, oral communications, and mathematics (ENGL 101, SPCM 101, and MATH 102, or higher math class) with no grade less than "C".

D. Complete the pre-professional courses (EDFN 338, EPSY 302, and SPED 100) with a "C" or better.

E. Successfully complete Praxis Core Academic Skills for Educators tests in Reading, Writing, and Mathematics according to current established minimum scores.

F. Obtain signed recommendation forms from at least two faculty members. One must be from an instructor of either EDFN 338, SPED 100, or EPSY 302. The other form must be completed by the student's advisor.

G. Submit an electronic teacher education portfolio with all artifacts delineated in the Application to Teacher Education.

H. Sign professional conduct statement and a disclosure statement of convictions for certification in South Dakota.

I. Attend an Admission to Teacher Education session at the beginning of the semester of application

J. Verification of successful completion of 30 hours of community service.

Notification of Application Status for Admission to Teacher Education Program

Upon review of application materials, the Student Assessment and Monitoring Committee notifies students in writing of their acceptance status. Admission applications are placed in one of four categories, as follows:

Admission: Applicants who meet all criteria are given this status and are granted immediate admission. Thereafter, students are free to enroll in the necessary professional education courses.

Provisional Admission: Applicants who do not meet all of the criteria, but who are currently engaged in completing the missing requirements, are granted provisional admission. At the time the appropriate documentation is submitted indicating deficiencies have been removed, the student is granted full admission to the teacher education program.

Denied: Students whose difficulties in meeting admission criteria are deemed severe are denied admission. These students are notified of the denied admission and referred to their adviser in order to develop a plan to correct the deficiencies. The student's adviser submits an Advisee Plan of Action form to the Chair of the Student Assessment and Monitoring Committee. A completion date is included in the plan and the Chair of the Student Assessment and Monitoring Committee monitors the completion of the plan. Upon its successful completion, the student may then resubmit an application for admission. If the student fails to complete the plan, the adviser and Chair of the Student Assessment and Monitoring Committee help the student determine whether to continue to address the problem or to explore other alternatives.

Conditional Admission: Requests for variance from the admission policy may be granted in rare cases or under extraordinary circumstances. If the variance is approved, applicants may be granted Conditional Admission to the teacher education program. Conditional Admission is not granted routinely. Any student who wishes to request a variance from the admission requirements must submit a written request for consideration to the Student Assessment and Monitoring (SAM) Committee of the Professional Education Council. All requests for variance must include any and all documentation presented as evidence to support the request and must include a plan and projected date for the completion of the admission requirements. The SAM Committee will act on all requests in a timely manner.

Approval for Yearlong Residency / Student Teaching

The capstone of the teacher education program at DSU is the yearlong residency/student teaching experience which occurs during the final two semesters prior to graduation. During this capstone experience, the teacher candidate reconstructs and tests theory, applies it, and further develops a personal teaching style under the guidance of qualified personnel from DSU and the cooperating school districts. Teacher candidates are placed in districts in which the College of Education has formal partnership agreements. While students may request specific student teaching sites, locations for student teaching are influenced by the availability of host schools and faculty availability for supervision. The final decision for student teaching sites is made by the Director of Field Services.

Requirements for Admission to Yearlong Residency / Student Teaching

Candidates must file an application with the College of Education during the semester prior to student teaching.

To qualify for student teaching, candidates must meet the following requirements:

A. Formal admittance into the teacher education program.

B. A cumulative GPA of 2.6 or better.

C. A 2.7 or better GPA in content major.

D. Satisfactory completion of all coursework prior to student teaching.

E. Satisfactory completion of all professional education coursework, with a "C" or better.

F. Satisfactory completion of Level III Field Experiences based on an evaluation from the cooperating teacher and a recommendation from the assigned university supervisor.

G. Successfully complete Praxis II Content Exam(s) in applicable certification area(s) according to current established minimum scores.

H. Submit and gain approval of electronic portfolio (contents indicated in application materials).

I. Request ADA accommodation if necessary. ADA students must submit recommendation from the ADA Committee to be admitted.

J. Schedule an appointment with the Registrar to review the degree/program audit (computer record of status of completion of degree/program requirements which also identifies any outstanding coursework). Candidates may also complete the application for graduation during this appointment.

K. Submit a disclosure statement of convictions for certification in South Dakota.

NOTE: Admission to Yearlong Residency / Student Teaching is required for enrollment in ED 488, ELED 488, SPED 488 and SEED 488.

Teaching Certification and Licensure

Teaching certificates in South Dakota are issued by the South Dakota Department of Education. The elementary certificate qualifies the holder to teach subjects in grades K-8. The K-12 or secondary certificate qualifies the holder to teach subjects in grades K-12 or 7-12 respectively. A middle level certification and applicable middle school content certification are required to teach in formally organized middle schools or junior highs in South Dakota. All teacher education programs at Dakota State University include a middle level certification that is embedded into required education coursework while middle school content certification will continue to require completion of specific content courses, and successful completion of Praxis content exam in area of certification.

Students who successfully complete teacher education programs at Dakota State University are eligible to receive a recommendation for the applicable teaching certification in the State

of South Dakota. All education graduates are encouraged to apply for South Dakota certification immediately upon completion of their degree.

Teacher education graduates may also be eligible for Dakota State University recommendation for certification in other states, but because teaching certification/licensure requirements vary among states, Dakota State University cannot guarantee the graduate will be immediately certified in a particular state. To obtain specific requirements, contact the Certification Officer in the College of Education.

Certification Exams

Content Certification Exam:

Teacher education students making application to student teach must take the South Dakota state certification exam for the major(s) level of preparation in the semester prior to which they plan to student teach. These students must achieve the qualifying score on the South Dakota certification content exam(s) and submit an official copy of the test scores including any subtest provided by the testing company to the College of Education prior to beginning student teaching.

Pedagogy Certification Exam:

Teacher education students must take the South Dakota state certification pedagogy exam in the semester in which they student teach and submit an official copy of the test scores including any subtest scores provided by the testing company to the College of Education in order to complete the teacher education program.

Teacher education students will be advised to take the level of the South Dakota state certification pedagogy exam (elementary or secondary) that corresponds to the level at which they will have spent the majority of time in the student teaching placement by the test administration date. Teacher education students will be advised to take the South Dakota state certification pedagogy exam during the semester in which they student teach.

Cooperative Programs with South Dakota State University

Dakota State University and South Dakota State University have established cooperative programs for early childhood education majors from SDSU and elementary or elementary/special education majors from DSU. Options allow students from these institutions to receive certification, additional endorsement programs, and even second degrees to meet various individual needs.

An explanation of all the options in the agreement and lists of requirements and courses is available in the College of Education office.

Bachelor of Science in Elementary Education

Elementary education graduates are prepared to teach kindergarten through eighth grade. Students may take additional coursework to earn certification to teach kindergarten, or to

coach athletics. Students may also complete additional coursework to earn minors in PK-12 Reading, K-12 Educational Technology and Elementary Education Mathematics.

Bachelor of Science in Elementary Education / Special Education

Elementary Education / Special Education graduates are prepared to teach kindergarten through eighth grade as either a classroom teacher, a K-8 special education teacher or a K-12 special education teacher. These elementary teachers possess the unique knowledge and skills needed to work effectively with children having special learning and behavioral needs and may serve children with special needs in inclusive and/or resource settings. Students may receive additional certification in kindergarten, or to coach athletics. Students may also complete additional coursework to earn minors in PK-12 Reading, K-12 Educational Technology and Elementary Education Mathematics.

Bachelor of Science in Exercise Science

The Bachelor of Science in Exercise Science is a professional degree designed to prepare students for a successful career in the fast-growing fitness and wellness industry. The flexible and interdisciplinary nature of the degree enables students to obtain an education that best meets their individual career goals, whether those goals are related to corporate and private fitness, community and hospital-based wellness and rehabilitation programs, or graduate studies.

Bachelor of Science in Education, Physical Education

The Physical Education Major for Bachelor of Science in Education prepares graduates to teach Physical Education in elementary, middle and secondary schools and provides the courses necessary for the K-12 Educational Technology Endorsement as well as in an additional minor of the student's choice.

Bachelor of Science in K-12 and Secondary Education

Graduates of K-12 teacher education programs are prepared in either computer education or physical education. Secondary education graduates are prepared to teach in grades 7 through 12 in their content area major which may include biology, business, English, or mathematics. Supporting minor/endorsement programs leading to certification are available in 7-12 biology, 7-12 business, 7-12 chemistry, 7-12 history, literature and composition, 7-12 English: 7-12 speech/communication/drama, 7-12 marketing, 7-12 mathematics, elementary math, 7-12 physics, pre K-12 reading, 7-12 sociology, K-12 physical education, K-12 health, & K-12 art.

K-12 and secondary degree requirements are listed within the indicated academic colleges

College of Arts & Sciences

Biology Education 7-12
English Education 7-12
Mathematics Education 7-12

College of Business & Information Systems

Business Education 7-12
Computer Education K-12

College of Education

Physical Education K-12

Elementary Education, B.S.E.

The elementary education curriculum includes a solid core of general education and content courses designed to provide a broad background for prospective teachers by developing knowledge, skills and attitudes that lead to effective teaching. Many courses in the major require participation in field experiences prior to yearlong residency / student teaching.

System-wide General Education Requirement — 30 Credits

Majors must take MATH 102 or a course requiring MATH 102 as a prerequisite; POLS 100 or GEOG 200; and HIST 151 or HIST 152 or HIST 256 as part of the System-wide General Education Requirement.

Institutional Graduation Requirement — 11 Credits

Majors must take EPSY 210 as part of the Institutional Graduation Requirement.

Students must complete 30 hours of system-wide general education courses in their first 64 credit hours.

[1] No grade less than a "C"; must be completed prior to admission to Teacher Education.

[2] Requires field experience.

Professional Education Courses — 79 credits

- CIS 350 - Computer Hardware, Data Communications and Networking — 3 credits
- EDFN 295 - Practicum: Pre-Admission — 1 credit
- EDFN 338 - Foundations of American Educ. — 2 credits [1, 2]
- EDFN 365 - Computer-Based Technology & Learning — 3 credits [2]
- EDFN 475 - Human Relations — 3 credits
- ELED 303 - Earth and Physical Science for Elementary Teachers — 4 credits
- EPSY 302 - Educational Psychology — 3 credits [1, 2]
- LIBM 205 - Children's Literature — 2 credits
- MATH 341 - Math Concepts for Teachers I — 3 credits
- MATH 342 - Math Concepts for Teachers II — 3 credits
- SPED 100 - Introduction to Persons with Exceptionalities 2-3 credits — 3 credits [1, 2]

Note: Admission to the Teacher Education Program is required for the remaining courses.

- EDER 415 - Educational Assessment — 2 credits
- EDFN 401 - Methods of Educational Technology — 1 credit
- EDFN 440 - Classroom Management 1-3 credits — 2 credits
- EDFN 465 - Multimedia Web Development in Education 2-3 credits — 2 credits
- ELED 310 - K-8 Methods of Music, Art and Drama — 2 credits

- ELED 320 - K-8 Science Methods 2-3 credits — 3 credits [2]
- ELED 330 - K-8 Math Methods 2-3 credits — 3 credits [2]
- ELED 360 - K-8 Social Science Methods — 2 credits [2]
- ELED 440 - K-8 Language Arts Methods 2-3 credits — 2 credits [2]
- ELED 450 - K-8 Reading Methods 2-3 credits — 3 credits [2]
- ELED 454 - Literacy: Data Based Reflective Teaching 2-3 credits — 2 credits [2]
- ELED 459 - Introduction to Literacy Assessment and Remediation 1-3 credits — 3 credits
- ELED 462 - Teaching English: New Language — 2 credits
- ELED 488 - K-8 Student Teaching 2-16 credits — 8 credits
- GEOG 312 - Geography for Elementary Teachers 1-3 credits — 2 credits
- HLTH 420 - K-12 Methods of Health Instruction 1-3 credits — 1 credit
- INED 211 - South Dakota American Indian Culture and Education — 3 credits
- MLED 300 - Survey of Middle Level Education — 1 credit
- PE 360 - K-8 Physical Education Methods 1-2 credits — 1 credit [2]
- SPED 441 - Inclusive Methods for Diverse Learners 1-2 credits — 2 credits
- SPED 460 - Family Systems and Professional Collaboration 2-3 credits — 2 credits

Yearlong Residency / Student Teaching

Teacher candidates complete a yearlong residency / student teaching capstone experience during the final two semesters prior to graduation. Placements are made in districts with which the College of Education has a formal partnership and whose personnel are trained in the co-teaching model. Out-of-area placements are not granted for the yearlong residency / student teaching experience.

Elementary Education / Special Education, B.S.E.

This degree program is designed to provide prospective teachers with essential knowledge, skills, and attitudes to work effectively with students who are mentally, physically, and/or emotionally challenged in K-8 or K-12 inclusive, resource and self-contained settings. Students completing this major will qualify for certification in elementary education for grades K-8 and special education in either K-8 or K-12.

System-wide General Education Requirement 31 credits

* Majors must take MATH 102 or a course requiring MATH 102 as a prerequisite and POLS 100 or GEOG 200 and HIST 151, HIST 152 or HIST 256 as part of the System-wide General Education Requirement.

Institutional Graduation Requirements 11 credits

Majors must take EPSY 210 as part of the Institutional Graduation Requirement.

Students must complete 30 hours of system-wide general education courses in their first 64 credit hours. Students are also required to complete a course that provides a globalization/global perspectives and a course that provides a writing intensive experience.

[1] No grade less than a "C"; must be completed prior to admission to Teacher Education

[2] Requires field experience

Professional Education Courses 99-101 credits

- CIS 350 - Computer Hardware, Data Communications and Networking 3 credits
- EDFN 295 - Practicum: Pre-Admission 1 credit
- EDFN 338 - Foundations of American Education 1-2 credits 2 credits [1, 2]
- EDFN 365 - Computer-Based Technology & Learning 2-3 credits 3 credits [2]
- EDFN 475 - Human Relations 3 credits
- ELED 303 - Earth and Physical Science for Elementary Teachers 3-4 credits 4 credits
- EPSY 302 - Educational Psychology 2-3 credits 3 credits [1, 2]
- LIBM 205 - Children's Literature 2 credits
- MATH 341 - Math Concepts for Teachers I 3 credits
- MATH 342 - Math Concepts for Teachers II 3 credits
- SPED 100 - Introduction to Persons with Exceptionalities 2-3 credits 3 credits [1, 2]

Note: Admission to the Teacher Education Program is required for the remaining courses.

- EDFN 440 - Classroom Management 1-3 credits 2 credits
- ELED 310 - K-8 Methods of Music, Art and Drama 2 credits

- ELED 320 - K-8 Science Methods 2-3 credits — 3 credits [2]
- ELED 330 - K-8 Math Methods 2-3 credits — 3 credits [2]
- ELED 360 - K-8 Social Science Methods — 2 credits [2]
- ELED 440 - K-8 Language Arts Methods 2-3 credits — 2 credits [2]
- ELED 450 - K-8 Reading Methods 2-3 credits — 3 credits [2]
- ELED 459 - Introduction to Literacy Assessment and Remediation 1-3 credits — 3 credits
- ELED 462 - Teaching English: New Language — 2 credits
- ELED 488 - K-8 Student Teaching 2-16 credits — 6 credits
- GEOG 312 - Geography for Elementary Teachers — 2 credits
- HLTH 420 - K-12 Methods of Health Instruction 1-3 credits — 1 credit
- INED 211 - South Dakota American Indian Culture and Education — 3 credits
- MLED 300 - Survey of Middle Level Education — 1 credit
- PE 360 - K-8 Physical Education Methods 1-2 credits — 1 credit [2]
- SEED 450 - Reading and Content Literacy 1-3 credits — 3 credits **
- SPED 410 - Behavior Management of Exceptional Children — 3 credits
- SPED 413 - Serving Students with MR, DD, and Severe Disabilities — 3 credits [2]
- SPED 417 - Vocational-Transitional Programming 2-3 credits — 2 credits
- SPED 420 - K-12 Curriculum/Instructional Strategies — 3 credits
- SPED 431 - Identification and Assessment in Special Education 2-3 credits — 3 credits [2]
- SPED 442 - Serving Students with Learning Disabilities — 2 credits [2]
- SPED 443 - Serving Students with Learning Disabilities Practicum — 1 credit
- SPED 454 - Literacy: Data Based Reflective Teaching 2-3 credits — 2 credits [2]
- SPED 460 - Family Systems and Professional Collaboration 2-3 credits — 2 credits
- SPED 465 - Computer Applications Special Ed — 3 credits [2]
- SPED 488 - Student Teaching in Special Education — 6 or 8 credits ***

** K-12 SPED majors only.
*** 6 credits required for K-8 certification; 8 credits required for K-12 certification.

Yearlong Residency / Student Teaching

Teacher candidates complete a yearlong residency / student teaching capstone experience during the final two semesters prior to graduation. Placements are made in districts with which the College of Education has a formal partnership and whose personnel are trained in the co-teaching model. Out-of-area placements are not granted for the yearlong residency / student teaching experience.

Exercise Science, B.S.

The Bachelor of Science in Exercise Science is a professional degree designed to prepare students for a successful career in the fast-growing fitness and wellness industry. The flexible and interdisciplinary nature of the degree enables students to obtain an education that best meets their individual career goals, whether those goals are related to corporate and private fitness, community and hospital-based wellness and rehabilitation programs, or graduate studies.

System-wide General Education Requirement 30 Credits

Majors must take BIOL 151, CHEM 112, PSYC 101 and MATH 102 or a course requiring MATH 102 as a prerequisite as part of the System-wide General Education Requirement.

Institutional Graduation Requirement 11 Credits

Core: 59 Credits

All courses require a grade of "C" or better.

- BIOL 221 - Human Anatomy 4 credits
- BIOL 325 - Physiology 4 credits
- EXS 145 - Intro to Exercise Science/PE 1 credit
- EXS 180 - Foundations of HPER 2 credits
- EXS 252 - Foundations of Motor Learning & Dev 3 credits
- EXS 300 - Introduction to Research 3 credits
- EXS 335 - Administration of Exercise Science 3 credits
- EXS 350 - Exercise Physiology 3 credits
- EXS 350L - Exercise Physiology Lab 1 credit
- EXS 353 - Kinesiology 2-3 credits 3 credits
- EXS 376 - Technology Integration 3 credits
- EXS 395 - Practicum 1-3 credits 2 credits
- EXS 400 - Exercise Test and Prescription 3 credits
- EXS 401 - Fitness for Special Populations: 3 credits
- EXS 405 - Physiological Methods of Training 3 credits
- EXS 454 - Biomechanics 2-3 credits 3 credits
- EXS 490 - Seminar 2 credits
- EXS 492 - Topics 1-3 credits 3 credits
- EXS 494 - Internship 1-12 credits 2 credits
- HLTH 251 - First Aid and CPR 1 credit
- HLTH 422 - Nutrition 3 credits
- PE 207 - Professional Preparation: Strength Training 1 credit
- PE 354 - Prevention and Care of Athletic Injuries 3 credits

Electives 20 Credits

Two of these credits will have been met upon completion of BIOL 151 or CHEM 112 as part of the system general education requirement.

Physical Education, B.S.E.

The Physical Education Major for Bachelor of Science in Education prepares graduates to teach physical education in elementary, middle and secondary schools and provides the courses necessary for certification in K-12 Educational Technology Endorsement.

System-wide General Education Requirement — 30 Credits

Majors must take BIOL 151, INED 211 and MATH 102 or a course requiring MATH 102 as a prerequisite as part of the System-wide General Education Requirement.

Institutional Graduation Requirement — 11 Credits

Majors must take EPSY 210 as part of the Institutional Graduation Requirement.

Students should complete professional education coursework (see below) concurrently with general education and content major coursework.

Major Core — 36 Credits

- HLTH 251 - First Aid and CPR — 1 credit
- PE 145 - Intro to Exercise Science /Physical Ed — 1 credit
- PE 180 - Foundations of HPER — 2 credits
- PE 181 - Fundamentals of Elementary PE — 2 credits
- PE 201 - Professional Preparation: Gymnastics — 1 credit
- PE 204 - Professional Preparation: Rhythm & Dance — 1 credit
- PE 252 - Fundamentals of Motor Learning and Development 2-3 credits — 3 credits
- PE 341 - Curriculum Development and Evaluation 2-3 credits — 3 credits
- PE 350 - Exercise Physiology 2-3 credits — 3 credits
- PE 350L - Exercise Physiology Lab — 1 credit
- PE 352 - Adapted Physical Education 2-3 credits — 2 credits
- PE 353 - Kinesiology 2-3 credits — 3 credits
- PE 354 - Prevention and Care of Athletic Injuries 2-3 credits — 3 credits
- PE 363 - Skills Concepts — 3 credits
- PE 376 - Technology Integration in Physical Ed — 3 credits
- PE 440 - Organization and Administration of HPEA 2-3 credits — 2 credits
- PE 451 - Tests and Measurements — 2 credits

Supporting Science and Technology Component — 7 Credits

- BIOL 221 - Human Anatomy — 4 credits
- CIS 350 - Computer Hardware, Data Communications and Networking — 3 credits

Professional Education Courses 30 Credits

[1] No grade less than a "C" and must be completed prior to admission to Teacher Education.

[2] Requires field experience.

- EDFN 338 - Foundations of American Educ. 2 credits [1, 2]
- EDFN 475 - Human Relations 3 credits
- EPSY 302 - Educational Psychology 2-3 credits 3 credits [1, 2]
- SEED 295 - Practicum 1 credit
- SPED 100 - Introduction to Persons with Exceptionalities 2-3 credits 3 credits [1, 2]

Note: Admission to the Teacher Education Program is required for the remaining courses. Requirements for Admission to the Teacher Education Program are found earlier in the College of Education section.

- ED 488 - K-12 Student Teaching 6-12 credits 8 credits
- EDER 415 - Educational Assessment 2 credits
- SEED 302 - Secondary/Middle Content Area: Major 2-3 credits 2 credit [2]
- SEED 401 - Methods of Educational Technology 1 credit
- SEED 440 - Classroom Management 1-3 credits 2 credits
- SEED 450 - Reading and Content Literacy 3 credits [2]

Electives 6 credits

Yearlong Residency / Student Teaching

Teacher candidates complete a yearlong residency / student teaching capstone experience during the final two semesters prior to graduation. Placements are made in districts with which the College of Education has a formal partnership and whose personnel are trained in the co-teaching model. Out-of-area placements are not granted for the yearlong residency / student teaching experience.

Students planning to obtain certification and teach outside of South Dakota are encouraged to take

- HLTH 201 ATOD Prevention Education 2 credits

Education Minors/Endorsement Programs

Graduates may seek additional certification to their primary teaching certificates authorizing them to teach in other age/grade spans and/or content areas.

All Dakota State University teacher education graduates complete coursework leading to the K-12 Educational Technology Endorsement as part of the degree requirements for their program.

Graduates who complete minor/endorsement programs must pass the applicable content Praxis exam if they wish to be certified to teach in South Dakota. Graduates who earn an endorsement in an area which does not require a content specific test may be granted the endorsement based upon the successful completion of required coursework (e.g. kindergarten, coaching, K-12 educational technology minor or endorsement).

The Administrative Rules of South Dakota require all coursework leading to education endorsement programs must be completed with a grade of "C" or higher. Education minors/endorsement programs listed below have been approved for the applicable certification in South Dakota. For further information, contact the Certification Officer in the College of Education.

Art Minor/K-12 Endorsement Program — 21 credits

- ART 111 - Drawing I — 3 credits
- ART 121 - Design I 2D — 3 credits
- ART 123 - Three Dimensional Design — 3 credits
- ART 231 - Painting I — 3 credits
- ARTD 282 - 2-D Design on Computers I — 3 credits
- ELED 310 - K-8 Methods of Music, Art and Drama — 2 credits
- ARTH 211 - History of World Art I — 3 credits
  OR
- ARTH 212 - History of World Art II
- SEED 303 - Secondary/Middle Content Area: Minor — 1 credit

Biology Minor/7-12 Endorsement Program — 20-21 credits

- BIOL 151 - General Biology I — 4 credits
- BIOL 165 - General Zoology — 4 credits
- BIOL 201 - General Botany — 4 credits
- BIOL 311 - Principles of Ecology — 4 credits
- BIOL 371 - Genetics — 4 credits
- SEED 303 - Secondary/Middle Content Area: Minor — 1 credit

Business Minor/7-12 Endorsement Program 19 credits

Students must take ECON 201 as part of the General Education Requirement.

- ACCT 210 - Principles of Accounting I 3 credits
- ACCT 211 - Principles of Accounting II 3 credits
- BADM 344 - Managerial Communications 3 credits
- BADM 350 - Legal Environment of Business 3 credits
- BADM 360 - Organization and Management 3 credits
- BADM 370 - Marketing 3 credits
- SEED 303 - Secondary/Middle Content Area: Minor 1 credit

Chemistry Minor/7-12 Endorsement Program 20 credits

- CHEM 112 - General Chemistry I 4 credits
- CHEM 114 - General Chemistry II 4 credits
- CHEM 326 - Organic Chemistry I 3 credits
- CHEM 326L - Organic Chemistry I Lab 1 credit
- CHEM 332 - Analytical Chemistry 3 credits
- CHEM 332L - Analytical Chemistry Lab 1 credit
- SEED 303 - Secondary/Middle Content Area: Minor 1 credit
- Select three credits from the following: 3 credits
    - CHEM 328 - Organic Chemistry II 3 credits
    - CHEM 328L - Organic Chemistry II Lab 1 credit
    - CHEM 452 - Inorganic Chemistry 3 credits
    - CHEM 460 - Biochemistry 3 credits
    - PHYS 341 - Thermodynamics 2-3 credits

Coaching: Elementary, Middle School, Assistant Varsity Endorsement Program 3 Credits

- PE 354 - Prevention and Care of Athletic Injuries 2-3 credits 3 credits

Coaching: Varsity/Head Coach Endorsement Program 5 Credits

- PE 354 - Prevention and Care of Athletic Injuries 2-3 credits 3 credits

Select course(s) for each sport to be coached: 2 credits

- PE 469 - Coaching Baseball/Softball 2 credits
- PE 470 - Coaching Basketball 1-2 credits 2 credits
- PE 471 - Coaching Football 1-2 credits 2 credits
- PE 473 - Coaching Track & Field/Cross C 2 credits
- PE 475 - Coaching Volleyball 1-2 credits 2 credits

Educational Technology Endorsement Program (K-12) — 15 Credits

Elementary Education

- CIS 130 - Visual Basic Programming — 3 credits
  OR
- CSC 123 - Problem Solving and Programming
  OR
- CSC 150 - Computer Science I — 3-4 credits
- CIS 350 - Computer Hardware, Data Communications and Networking — 3 credits
- CSC 105 - Introduction to Computers — 3 credits
- EDFN 365 - Computer-Based Technology & Learning 2-3 credits — 3 credits
- EDFN 401 - Methods of Educational Technology — 1 credit
- EDFN 465 - Multimedia Web Development in Education 2-3 credits — 2 credits

Elementary Education/Special Education

- CIS 130 - Visual Basic Programming — 3 credits
  OR
- CSC 123 - Problem Solving and Programming
  OR
- CSC 150 - Computer Science I
- CIS 350 - Computer Hardware, Data Communications and Networking — 3 credits
- CSC 105 - Introduction to Computers — 3 credits
- EDFN 365 - Computer-Based Technology & Learning 2-3 credits — 3 credits
- SPED 465 - Computer Applications Special Education — 3 credits

Secondary/K-12 Core Requirements

- CIS 130 - Visual Basic Programming — 3 credits
  OR
- CSC 123 - Problem Solving and Programming
  OR
- CSC 150 - Computer Science I
- CIS 350 - Computer Hardware, Data Communications and Networking — 3 credits
- CSC 105 - Introduction to Computers — 3 credits
- SEED 401 - Methods of Educational Technology — 1 credit

(See program advising check sheet for additional courses for applicable secondary or K-12 major.)

Educational Technology Minor (K-12) 18-19 Credits

Core Requirements for all majors 12 Credits

- CIS 130 - Visual Basic Programming 3 credits
  OR
- CSC 123 - Problem Solving and Programming
  OR
- CSC 150 - Computer Science I
- CIS 350 - Comp Hardw, Data Com and Networking 3 credits
- CSC 105 - Introduction to Computers 3 credits
- EDFN 365 - Computer-Based Technology & Learning 3 credits

Additional courses required for these majors

Biology

- EDER 415 - Educational Assessment 2 credits
- SCTC 303 - Introduction to Biological Instrumentation 3 credits
- SEED 401 - Methods of Educational Technology 1 credit

Business

- EDER 415 - Educational Assessment 2 credits
- SEED 401 - Methods of Educational Technology 1 credit
- Choose three credits from the following 3 credits
- CSC 206 - Advanced Applications:
  1 credit
- CSC 207 - Advanced Applications: Spreadsheet 1 credit
- CSC 208 - Advanced Applications: Database 1 credit
- CSC 209 - Advanced Applications: SAS 1 credit

Elementary Education

- EDER 415 - Educational Assessment 2 credits
- EDFN 465 - Multimedia Web Development in Ed 2 credits
- ELED 422 - K-8 Science and Math Tech 2 credits

Elementary-Special Education

- ELED 422 - K-8 Science and Math Tech 2 credits
- SPED 460 - Family Systems and Prof Collaboration 2 credits
- SPED 465 - Computer Applications Special Ed 3 credits

English

- EDER 415 - Educational Assessment 2 credits
- MCOM 351 - Web Design 3 credits
- SEED 401 - Methods of Educational Technology 1 credit

Mathematics

- EDER 415 - Educational Assessment 2 credits
- SEED 401 - Methods of Educational Technology 1 credit
- Choose three credits from the following 3 credits
  - CSC 206 - Advanced Applications: 1 credit
  - CSC 207 - Adv Applic: Spreadsheet 1 credit
  - CSC 208 - Adv Applications: Database 1 credit
  - CSC 209 – Adv Applications: SAS 1 credit

Physical Education

- EDER 415 - Educational Assessment 2 credits
- PE 376 - Technology Integration in Physical Ed 3 credits
- SEED 401 - Methods of Educational Technology 1 credit

English Minor/7-12 Endorsement Program in Literature and Composition/Grammar 19 Credits

- ENGL 211 - World Literature I 3 credits
  OR
- ENGL 212 - World Literature II
- ENGL 222 - British Literature II 3 credits
- ENGL 241 - American Literature I 3 credits
- ENGL 310 - Applied Grammar 3 credits
- ENGL 405 - Media Studies 3 credits
- LING 405 - Survey of Linguistics 3 credits
- SEED 303 - Secondary/Middle Content Area: Minor 1 credit

Health Minor/K-12 Endorsement Program 18 credits

- HLTH 110 - Health Concepts 3 credits
- HLTH 201 - ATOD Prevention Education 2 credits
- HLTH 251 - First Aid and CPR 1 credit
- HLTH 320 - Community Health 2-3 credits 3 credits
- HLTH 370 - Stress Management 3 credits
- HLTH 420 - K-12 Methods of Health Instruction 3 credits *
- HLTH 422 - Nutrition 3 credits

* HLTH 420 fulfills the minor methods requirement of SEED 303.

History Minor/7-12 Endorsement Program 19 Credits

- HIST 151 - United States History I 3 credits
- HIST 152 - United States History II 3 credits
- SEED 303 - Secondary/Middle Content Area: Minor 1 credit
- Select 12 credits from the following 12 credits
- HIST 111 - World Civilizations I 3 credits
  AND
- HIST 112 - World Civilizations II 3 credits
  OR
- HIST 121 - Western Civilization I
  AND
- HIST 122 - Western Civilization II
- HIST 312 - History of Modern Asia 3 credits
- HIST 470 - History of World War II 3 credits
- HIST 475 - American Sports History, 1607 - Present 3 credits
- HIST 476 - History of South Dakota 3 credits
- HIST 488 - Introduction to Grand Strategy 3 credits
- HIST 492 - Topics 1-4 credits 3 credits
- INED 211 - SD American Indian Culture and Education 3 credits

Students choose either world or western civilization but cannot take more than 6 credit from both areas.

Kindergarten Endorsement Program 9 credits

- ELED 354 - Emergent Literacy Development 3 credits
- ELED 412 - Kindergarten Education 3 credits
- ELED 495 - Practicum 1-12 credits 3 credits

Marketing Minor/7-12 Endorsement Program 20-23 Credits

- ACCT 210 - Principles of Accounting I 3 credits
- ACCT 211 - Principles of Accounting II 3 credits
- BADM 350 - Legal Environment of Business 3 credits
- BADM 370 - Marketing 3 credits
- BADM 474 - Personal Selling 3 credits
- BADM 494 - Internship 1-12 credits 1-4 credits
- SEED 303 - Secondary/Middle Content Area: Minor 1 credit

Mathematics Minor (K-8) — 18 Credits

* MATH 121 or higher; may not include both MATH 121 and MATH 123

- MATH 120 - Trigonometry — 3 credits
- MATH 341 - Math Concepts for Teachers I — 3 credits
- MATH 342 - Math Concepts for Teachers II — 3 credits
- MATH Elective — 9 credits*

Mathematics Minor/7-12 Endorsement Program — 18 Credits

- MATH 102 - College Algebra — 3 credits
- MATH 120 - Trigonometry — 3 credits
  (Or any MATH course with MATH 120 as a prerequisite)
- MATH 123 - Calculus I — 4 credits
- MATH 125 - Calculus II — 4 credits
- SEED 303 - Secondary/Middle Content Area: Minor — 1 credit
- MATH 281 - Introduction to Statistics — 3 credits
  (Or upper division mathematics courses below in lieu of this requirement)
- Three credits from the following — 3 credits
  - MATH 225 - Calculus III — 4 credits
  - MATH 315 - Linear Algebra — 3 credits
  - MATH 316 - Discrete Mathematics — 3 credits
    OR
  - CSC 316 - Discrete Math — 3 credits
  - MATH 321 - Differential Equations — 3 credits
  - MATH 361 - Modern Geometry — 3 credits
  - MATH 381 – Intro to Probability / Statistics — 3 credits
  - MATH 413 - Abstract Algebra I — 3 credits
  - MATH 418 - Mathematical Modeling — 3 credits
  - MATH 471 - Numerical Analysis I — 3 credits
  - MATH 492 - Topics — 1-6 credits

Middle School (5-8) Content Endorsement Programs

Coursework is imbedded; candidate must successfully complete the middle level Praxis exam in applicable area to be certified in middle school language arts, social studies, science, and/or math).

Physical Education Minor/K-12 Endorsement Program 18 Credits

- PE 180 - Foundations of HPER 2 credits
- PE 181 - Fundamentals of Elementary PE 2 credits
  OR
- PE 360 - K-8 Physical Education Methods 1-2 credits (1 credit)
- PE 252 - Fundamentals of Motor Learning and Development 2-3 credits 3 credits
- PE 350 - Exercise Physiology 2-3 credits 3 credits
- PE 350L - Exercise Physiology Lab 1 credit
- PE 363 - Skills Concepts 3 credits
- PE 451 - Tests and Measurements 2 credits
- SEED 303 - Secondary/Middle Content Area: Minor 1 credit
- Select 1-2 credits from the following: 1-2 credits*
  - PE 201 - Prof Prep: Gymnastics 1 credit
  - PE 204 - Prof Prep: Rhythm & Dance 1 credit
  - PE 352 - Adapted P Education 2 credits

* Students who take PE 360 K-8 PE Methods must take 2 credits from the list.

Physics Minor/7-12 Endorsement Program 18-20 Credits

- PHYS 211 - University Physics I 4 credits
- PHYS 213 - University Physics II 4 credits
- PHYS 331 - Introduction to Modern Physics 3 credits
- SEED 303 - Secondary/Middle Content Area: Minor 1 credit
- Choose two courses from the following 7-8 credits
  - PHYS 421 - Electromagnetism 4 credits
  - PHYS 451 - Classical Mechanics 4 credits
  - PHYS 451L - Classical Mechanics Lab 0 credits
  - PHYS 471 - Quantum Mechanics 3-4 credits

Reading Minor (PreK-12) 18 Credits

- LIBM 205 - Children's Literature 2 credits
- ELED 440 - K-8 Language Arts Methods 2-3 credits 2 credits
- ELED 450 - K-8 Reading Methods 2-3 credits 3 credits
- ELED 462 - Teaching English: New Language 2 credits
- ELED 459 - Introduction to Literacy Assessment and Remediation 1-3 credits 3 credits
- SEED 450 - Reading and Content Literacy 3 credits
- ELED 354 - Emergent Literacy Development 3 credits
  OR
- SPED 442 - Serving Students with Learning Disab 2 credits
  AND
- SPED 443 - Serving Students w/Learning Practicum 1 credit

Note: Elementary Education majors are to take ELED 354 and Elementary Education/Special Education majors are to take SPED 442 and SPED 443.

Sociology Minor/7-12 Endorsement Program — 19 Credits

- SOC 100 - Introduction to Sociology — 3 credits
- SOC 150 - Social Problems — 3 credits
- SOC 285 - Society and Technology — 3 credits
- SEED 303 - Secondary/Middle Content Area: Minor — 1 credit
- Select 3 courses from the following — 9 credits
    - SOC 240 - The Sociology of Rural Amer — 3 credits
    - SOC 382 - The Family — 3 credits
    - SOC 483 - Sociology of Gender Roles — 3 credits

Speech Communication Theatre Minor 7-12 Endorsement Program — 19 Credits

Note: Students must take SPCM 101 and THEA 131 as part of the System-wide General Education Requirements.

- SEED 303 - Secondary/Middle Content Area: Minor — 1 credit
- SPCM 215 - Public Speaking — 3 credits
- SPCM 222 - Argumentation and Debate — 3 credits
- SPCM 340 - Oral Interpretation of Literature — 3 credits
- THEA 100 - Introduction to Theatre — 3 credits
- THEA 241 - Stagecraft — 3 credits
- THEA 351 - Directing — 3 credits

Online Secondary Education Certification Program

This online academic certificate program is a collaborative effort between the South Dakota Regental universities. This program provides an option for individuals who want to become teachers and who have a baccalaureate degree in a content area in which the South Dakota Board of Education certifies teachers. This certificate program prepares prospective teachers with the necessary pedagogical knowledge and skills to succeed as K-12 or secondary teachers. For more information about this certification program, contact the College of Education.

Admission Requirements:

Cumulative GPA of 2.6;

Content GPA of 2.7; and

Completion of ENGL 101, SPCM 101, SPED 100, EPSY 302 and EDFN 338 with a grade of "C" or better.

Testing Requirements

1. Successful completion of the Praxis I Core Academic Skills for educator's exam in reading, writing and mathematics.
2. Successful completion of the Praxis content exam in major area of preparation.
3. Successful completion of the Praxis Principles of Learning and Teaching (PLT) exam.

Course Requirements — 44 Credits

- EDER 415 - Educational Assessment 2 credits
- EDFN 338 - Foundations of American Educ. 2 credits
- EDFN 365 - Computer-Based Technology & Learning 3 credits
- EDFN 395 - Practicum 1 credit
- EDFN 475 - Human Relations 3 credits
- EPSY 210 - Lifespan Development 3 credits
- EPSY 302 - Educational Psychology 3 credits
- INED 211 – SD American Indian Culture/Education 3 credits
- SEED 302 - Secondary/Middle Content Area: Major 2 credits
- SEED 420 - 5-12 Teaching Methods 2 credits
- SEED 440 - Classroom Management 1 credit
- SEED 450 - Reading and Content Literacy 3 credits
- SEED 495 - Practicum 1 credit
- SEED 488 - 7-12 Student Teaching 2-16 credits 12 credits
- SPED 100 – Intro to Persons with Exceptionalities 3 credits

This program is recognized by the South Dakota Department of Education and meets South Dakota requirements for certification. It may or may not be recognized by other states' certification/licensing agencies.

Course Descriptions

Arts and Science

A&S 100 - First Year Seminar **1-3 credits**
Designed to engage students in their college experience, both academically and personally. The course aids students as they acquire and develop the skills necessary to reach their educational objectives. Through reading, discussions, reflective writing, and class activities, all of which illuminate a specific topic, students will practice skills that will enable them to succeed in their college courses.

A&S 121 - Science: The Core of Discovery I **4 credits**
This course and accompanying lab will integrate principles and theories from a variety of scientific disciplines including astronomy, biology, chemistry, earth sciences, and physics to explore contemporary issues relating to science and society and is the first part of a year-long sequence. Corequisite(s): A&S 121L

A&S 121L - Science: The Core of Discovery I Lab **0 credits**
Accompanying lab for A&S 121. Corequisite(s): A&S 121

Accounting

ACCT 210 - Principles of Accounting I **3 credits**
A study of fundamental accounting principles and procedures such as journalizing, posting, preparation of financial statements, and other selected topics. Accounting is emphasized as a service activity designed to provide the information about economic entities that is necessary for making sound decisions. Prerequisite(s): Completion of at least 24 credits

ACCT 211 - Principles of Accounting II **3 credits**
A continuation of ACCT 210 with emphasis on partnership and corporate structures, management decision-making, cost control, and other selected topics. Prerequisite(s): ACCT 210

ACCT 305 - Analysis of Financial Statements **3 credits**
The skeptical analysis of corporate financial statements including ratio, vertical, and horizontal analyses, interpretation of disclosure statements, consideration of the impact of inflation and taxes and accounting assumptions, market impact of accounting choices, earnings quality and earnings management, mergers and acquisitions, accounting-based trading strategies, restatement and forecasting of financial statements, and accounting and auditing ethics and standards. Prerequisite(s): ACCT 211

ACCT 310 - Intermediate Accounting I **3 credits**
Involves the intensive study of financial accounting standards, both in theory and practice, as they relate to the preparation and analysis of financial statements. Accounting problems and their impact on the financial statements are addressed in regard to current assets, fixed assets, intangible assets, liabilities, and other selected topics. Prerequisite(s): ACCT 211

ACCT 311 - Intermediate Accounting II **3 credits**
Provides an intensive study of accounting standards, both in theory and practice, as they relate to the preparation and analysis of financial statements. Accounting problems and their impact on the financial statements are addressed in regard to liabilities, investments,

stockholders' equity, leases, pensions, tax allocation and other selected topics. Prerequisite(s): ACCT 310

ACCT 320 - Cost Accounting **3 credits**
The study of principles and techniques for accumulating, reporting, and analyzing cost information for decision-making and external reporting. The use of cost accounting systems for planning and controlling cost responsibility centers is emphasized. Consideration is given to the appropriate use of various cost accounting methods such as activity-based costing, target costing, and just in time management techniques in service and manufacturing industries. Prerequisite(s): ACCT 211

ACCT 360 - Accounting Systems **3 credits**
Provides an understanding of the patterns of flow of accounting information in business, principles of internal control, and the use of computers in current and future accounting systems. Topics include concepts of accounting information systems, flowcharting and analysis of manual and computerized transaction cycles, decision support systems, electronic commerce, management reporting systems, control and audit of complex computerized information systems, and the development of accounting information systems. Prerequisite(s): ACCT 211 and CSC 208

ACCT 430 - Income Tax Accounting **3 credits**
Involves the study of Federal Income Tax law as it affects individuals, as well as other selected topics. Prerequisite(s): ACCT 211

ACCT 431 - Advanced Income Tax **3 credits**
A study of Federal Income Tax law as it applies to partnership, S corporations, C corporations, as well as other selected topics. Prerequisite(s): ACCT 430

ACCT 450 – Auditing **3 credits**
Studies both theory and practice. Topics include audit planning, internal control, audit procedures, audit reports and opinions, materiality, audit risk, evidential matter, as required by generally accepted auditing standards (GAAS), professional ethics, legal responsibilities, and other selected topics. Prerequisite(s): ACCT 311

ACCT 470 - Non-Profit Accounting **3 credits**
Involves the study of fund accounting, including reports, records, and special problems encountered by nonprofit entities and the generally accepted accounting principles related to them. Nonprofit entities include municipalities and state governments, universities, hospitals, and voluntary health and welfare organizations. Prerequisite(s): ACCT 211

ACCT 490 – Seminar **3 credits**
A highly focused, and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research. Seminars may be conducted over electronic media such as internet and are at the upper division graduate levels. Enrollments in generally limited to fewer than 20 students.

ACCT 491 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the

details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

ACCT 492 – Topics **1-4 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

ACCT 494 – Internship **1-12 credits**
Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses. Prerequisite(s): Consent of the instructor

Air Force - ROTC

AIR 101 - The Foundations of the US Air Force **1 credit**
Professional appearance, customs and courtesies, officership/core values, basic communication, officer opportunities/benefits, and Air Force installations. Corequisite(s): AIR 101L

AIR 101L - Foundations of US Air Force Lab **0 credits**
Lab for AIR 101. Corequisite(s): AIR 101

AIR 102 - The Foundations of the US Air Force **1 credit**
Interpersonal communication, macro U.S. military history, Air Force organizations/chain of command, cadet/officer candidate/officer, oral communication, and group leadership problems. Corequisite(s): AIR 102L

AIR 102L - Foundations of US Air Force Lab **0 credits**
Lab for AIR 102. Corequisite(s): AIR 102

AIR 201 - The Evolution of USAF Air and Space Power **1 credit**
Air Power from balloons and dirigibles through 1947; Air Force mission, concepts, doctrine and use of air power. Corequisite(s): AIR 201L

AIR 201L - Evolution USAF Air & Space Power Lab **0 credits**
Lab for AIR 201. Corequisite(s): AIR 201

AIR 202 - The Evolution of USAF Air and Space Power **1 credit**
History of air power from 1947 to present. Air Force relief missions and civic action programs in the late 1960's. Corequisite(s): AIR 202L

AIR 202L - Evolution USAF Air & Space Power Lab **0 credits**
Lab for AIR 202. Corequisite(s): AIR 202

AIR 301 - Air Force Leadership Studies **3 credits**

Individual motivational and behavioral processes; leadership and group dynamics provide a foundation for development of professional skills as an Air Force officer-includes speaking and writing as they apply to the Air Force. Air Force quality concepts and techniques. Corequisite(s): AIR 301L

AIR 301L - Air Force Leadership Studies Lab **0 credits**
Lab for AIR 301. Corequisite(s): AIR 301

AIR 302 - Air Force Leadership Studies **3 credits**
Basic management processes of planning organizing, decision-making, controlling and use of analytical aids. The manager's world of power, politics, strategy, tactics and value conflicts discussed within the context of the military organization. Corequisite(s): AIR 302L

AIR 302L - Air Force Leadership Studies Lab **0 credits**
Lab for AIR 302. Corequisite(s): AIR 302

AIR 401 - National Security Affairs/Preparation For Active Duty **3 credits**
Commissioned military service as a profession. The complex interaction between military and civilian society. Theory and workings of National Defense policy. Roles and mission of the Air Force. Corequisite(s): AIR 401L

AIR 401L - National Security Affairs/Prep Active Duty Lab **0 credits**
Lab for AIR 401. Corequisite(s): AIR 401

AIR 402 - National Security Affairs/Preparation For Active Duty **3 credits**
Evolution of defense strategy and the methods of managing conflict. Analysis of the system of Military Justice and current issues affecting military professionalism. Corequisite(s): AIR 402L

AIR 402L - National Security Affairs/Prep Active Duty Lab **0 credits**
Lab for AIR 402. Corequisite(s): AIR 402

Anthropology

ANTH 210 - Cultural Anthropology **3 credits**
Introduces the nature of human culture as an adaptive ecological and evolutionary system, emphasizing basic anthropological concepts, principles and problems. Draws data from both traditional and industrial cultures to cover such concepts as values and beliefs, social organization, economic and political order, science, technology, and aesthetic expression.

Art

ART 111 - Drawing I **3 credits**
Introduces various drawing concepts, media, and processes developing perceptual and technical skills related to accurate observing and drawing. Prerequisite(s): ART 121

ART 121 - Design I 2D **3 credits**
Emphasizes the organization of visual elements and principles while exploring creative thought processes through art theory, concepts, material, and techniques.

ART 122 - Design II Color **3 credits**
Introduction to color theory as it applies to basic 2D and 3D design principles. Prerequisite(s): ART 121

ART 123 - Three Dimensional Design **3 credits**
3-D visual problems solved through the organization of design elements, utilizing three dimensional design language revealed through its history, theory, aesthetics and materials.

ART 212 - Drawing IV: Mixed Media **3 credits**
Involves advanced exploration of composition through mixed/multi-media.

ART 213 - Figure Drawing **3 credits**
Drawing the human figure using live models. Prerequisite(s): ART 111

ART 231 - Painting I **3 credits**
Initial approach to painting, employing history, materials, techniques and process in various media as student work with concepts, objects or models. Prerequisite(s): ART 111 and ART 122

ART 251 - Ceramics I **3 credits**
Introduces ceramic art through its history and basic methods of forming, decorating, glazing, and firing pottery forms, including glaze chemistry and kiln construction.

ART 291 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

ART 292 – Topics **1-4 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

ART 340 - Sculpture Techniques **2-3 credits**
Surveys sculpture studio practices, encouraging individual exploration of creative concepts, as students develop skills in the use of equipment, design concepts and safety practices for creating three-dimensional sculptures. Prerequisite(s): ART 111 and ART 121

ART 351 - Ceramics II **3 credits**
Continues Ceramics I as students explore clay through individually creative application of concepts, techniques and glazing and firing methods. Prerequisite(s): ART 251

ART 491 - Independent Study **1-12 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the

details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

ART 492 – Topics **1-9 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

ART 498 - Undergraduate Research/Scholarship **1-3 credits**
Includes Senior Project, and Capstone Experience. Independent research problems/projects or scholarship activities. The plan of study is negotiated by the faculty member and the student. Contact between the two may be extensive and intensive. Does not include research courses which are theoretical. Prerequisite(s): Consent of the instructor

Art Design

ARTD 185 - Introduction to Animation **3 credits**
This course examines the basic principles of animation to develop an understanding of screen space and fundamental animation skills. Students will explore the art of creating convincing movement through good timing and spacing. Emphasis is placed on analysis of actions.

ARTD 245 - History of Graphics **3 credits**
This course covers the development of graphics from their origins to contemporary practices. Students will be introduced to the designers that had major impacts on graphics and their innovations.

ARTD 250 - 2D Digital Animation **3 credits**
See your digital drawings come to life as you learn the fundamentals of classic 2D digital animation. This hands-on 2D digital animation course is intended as an intermediary class in the history, techniques, principles, pre-production, and production of traditional and computer animation. Students will create digital animations on their own tablet PCs using industry standard software. The principles taught in this course are the foundation for all other mediums of animation. All class work will help the students build a stronger professional demo reel. Exercises include the bouncing ball, overlapping action, character design and animation of jumps, walks, performance, lip-synch and storyboarding. For the final assignment, students use these principles to animate their own character design. Prerequisite(s): ARTD 185

ARTD 260 - Stop-Motion Puppet Animation **3 credits**
This hands-on stop-motion puppet animation class is an introduction to the methods, principles and history of stop-motion. Students willlearn how to animate metal armature puppets and claymation puppets as well as how to build their own puppets using wire, clay, latex and other materials. Puppets will be digitally brought to life with industry standard image capture software. Animation is shot and edited digitally but still maintains a classic hands-on approach as the students animate frame-by-frame in front of the camera. Exercises include clay morphs, facial expressions, dialogue and more. Prerequisite(s): ARTD 185

ARTD 282 - 2-D Design on Computers I **3 credits**
Introduction to and application of computer generated images. Prerequisite(s): ART 121 and CSC 105 or HON 111 or HON 105 or HON 112 or HON 116 or HON 116

ARTD 285 - 2-D Design on Computers II **3 credits**
Design, creation, and production of computer graphic images using vector (draw) graphics packages. Prerequisite(s): ART 121 and CSC 105 or HON 111 or HON 105 or HON 112 or HON 116 or HON 116

ARTD 286 - Motion Graphics and Compositing **3 credits**
This course will focus on advanced projects in motion graphics, compositing and animation using specialized motion graphics/compositing software. Students will be exposed to the concepts and techniques of compositing and non-linear editing, using 2D and 3D computer generated imagery, live action video and special effects (including green screen effects). Lectures and showcases will demonstrate the history, techniques and applications of motion graphics. All of these will be used to help the student develop a good sense of design and communication in regard to the development of a strong digital portfolio or demo reel. Prerequisite(s): ARTD 282. Concurrent enrollment in ARTD 282 is permitted.

ARTD 292 – Topics **1-4 credits**
A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artist or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

ARTD 306 - Advanced Graphics Applications **1-4 credits**
Study of specific graphics applications and packages. The applications will be identified for each section offered. May be repeated with differing content. Prerequisite(s): ART 121, ARTD 282 and ARTD 285

ARTD 336 - Digital Photography I **3 credits**
An introduction to the photographic process and creation and manipulation of images. Prerequisite(s): ART 121 and CSC 105 or HON 111 or HON 112 or HON 116

ARTD 339 - Advanced Computer Graphic Design **3 credits**
An overview of the design communication process including creative procedure, terminology, and technology, and the use of current computer applications. Students will gain skills in digital illustration and page layouts, and image creation and manipulation. Graphic design elements of typography, color, images, and digital printing processes will also be addressed. Prerequisite(s): ARTD 282, ARTD 245, ARTD 285 and MCOM 362

ARTD 356 - Digital Painting **3 credits**
Study and practice in painting using digital processes. Prerequisite(s): ART 111, ART 122, ART 231, ARTD 282 and ARTD 285

ARTD 382 - 3-D Design on Computers I **3 credits**
Use of the computer to create three-dimensional images. Prerequisite(s): ART 121, ARTD 282 and CSC 105. Concurrent enrollment in ARTD 282 is permitted.

ARTD 385 - 3-D Design on Computers II **3 credits**
Use of the computers to animate three-dimensional images. Prerequisite(s): ARTD 382

ARTD 388 - Environmental Design **3 credits**
This course introduces students to the principles of 3D environment design. Theatrical sets, architectural simulations, and level design will be explored. This course centers on the physical building of virtual worlds and the aesthetic needs associated with these worlds. Students create a variety of level types, including indoor and outdoor world levels. The course will emphasize critical thinking skills and strategies for good environmental design. Prerequisite(s): ARTD 382 and ARTD 385. Concurrent enrollment in ARTD 385 is permitted.

ARTD 431 - Computer Graphic Effects I **3 credits**
The synthesis and extension of previously-learned computer graphic concepts with the infusion of additional multimedia or interactive effects to produce high-level digital media. Prerequisite(s): ARTD 282, ARTD 285, ARTD 382 and ARTD 385

ARTD 432 - Computer Graphic Effects II **3 credits**
Advanced multimedia or interactive graphic effects to produce professional-level digital media. Prerequisite(s): ARTD 431

ARTD 436 - Digital Photography II **3 credits**
Intermediate and advanced principles of creation and manipulation of digital images. Prerequisite(s): ARTD 336

ARTD 439 - 3-D Character Design and Modeling **3 credits**
An advanced level class that covers 3-D computer generated character design and creation. Students develop and construct digital 3-D character models intended for animation. Prerequisite(s): ARTD 385

ARTD 440 - Advanced 3 Dimensional Design **3 credits**
Use of computers to create advanced three-dimensional design, animation and visualization. Prerequisite(s): ARTD 388

ARTD 441 - 3-D Character Animation **3 credits**
An advanced level class that covers 3-D computer generated character animation. Students focus on character development - impressive timing and personality through motion, staging, and posing of characters. Prerequisite(s): ARTD 439

ARTD 460 - Digital Editing **3 credits**
Manipulation and editing of animated and full-motion images. Prerequisite(s): ARTD 282

ARTD 480 - Studio Processes **3 credits**
This course will introduce the concepts and technology of the digital photography studio. Students will focus on effective use of the digital studio, camera, as well as the full range of lighting equipment (tungsten and strobe) for work in digital photography.

ARTD 491 - Independent Study **1-9 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

ARTD 492 – Topics **1-3 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

ARTD 498 - Undergraduate Research/Scholarship **1-3 credits**
Includes Senior Project, and Capstone Experience. Independent research problems/projects or scholarship activities. The plan of study is negotiated by the faculty member and the student. Contact between the two may be extensive and intensive. Does not include research courses which are theoretical. Prerequisite(s): Consent of the instructor

Art Education

ARTE 291 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

ARTE 310 - K-8 Art Methods **2-3 credits**
In this course, students develop an understanding of the tools of inquiry of K-8 art; the ability to design, deliver, and evaluate a variety of instructional strategies and processes that incorporate learning resources, materials, technologies, and state and national curriculum standards appropriate to K-8 art; the ability to assess student learning in K-8 art; and to apply these knowledge, skills and attitudes to real life situations and experiences.

ARTE 414 - K-12 Art Methods **2-3 credits**
Students develop an understanding of the tools of inquiry of K-12 art; the ability to design, deliver and evaluate a variety of instructional strategies and processes that incorporate learning resources, materials, technologies, and state and national curriculum standards appropriate to K-12 art; the ability to assess student learning in K-12 art; and to apply this knowledge, skills, and attitudes to real life situations and experiences.

ARTE 491 - Independent Study **1-9 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

Art History

ARTH 100 - Art Appreciation **3 credits**
Explores the nature of art in various aesthetic, formal, and psychological dimensions, involving analysis of art objects for understanding, enjoyment, and life enhancement.

ARTH 211 - History of World Art I **3 credits**
Art and architecture in the historical and contextual development of the role of visual arts including crafts, drawing, painting, sculptures and architecture, in the historical and cultural development of world civilizations from prehistory through the 14th century.

ARTH 212 - History of World Art II **3 credits**
Art and architecture in the historical and contextual development. The role of visual art; including crafts, drawing, painting, sculpture, and architecture; in the historical and cultural development of world civilization from the renaissance through the 20th century.

ARTH 231 - Survey: Art, Music, & Theatre **1-3 credits**
An introduction to drama, music, painting, sculpture, and architecture.

ARTH 291 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

ARTH 491 - Independent Study **1-9 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

ARTH 492 – Topics **1-6 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

ARTH 498 - Undergraduate Research/Scholarship **1-6 credits**
Includes Senior Project, and Capstone Experience. Independent research problems/projects or scholarship activities. The plan of study is negotiated by the faculty member and the student. Contact between the two may be extensive and intensive. Does not include research courses which are theoretical. Prerequisite(s): Consent of the instructor

Business Administration

BADM 101 - Survey of Business **3 credits**

This course is an introduction to the basic business discipline and the organization and management of the American enterprise system. It also introduces students to the necessary college level skills of critical thinking, effective communication and cooperative and effective learning.

BADM 193 – Workshop **1-3 credits**

Special, intense sessions in specific topic areas. Approximately 45 hours of work is required for each hour of credit. Workshops may vary in time range but typically use a compressed time period for delivery. They may include lectures, conferences, committee work, and group activity.

BADM 220 - Business Statistics **3 credits**

This course introduces students to basic statistical methods. Topics, with computer applications, include: descriptive statistics, probability, distributions, sampling, estimation and index numbers with emphasis on applications in business and economics. Prerequisite(s): MATH 102 or MATH 115 or MATH 120 or MATH 121 or MATH 123 or MATH 125 or MATH 281

BADM 280 - Personal Finance **3 credits**

This course is a survey of individual investment opportunities. Topics include common and preferred stocks and corporate bonds, auto, life, and health insurance, home ownership, and will and estate planning.

BADM 291 - Independent Study **1-4 credits**

Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

BADM 292 – Topics **1-3 credits**

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

BADM 310 - Business Finance **3 credits**

Business finance is an overview of financial theory including the time value of money, capital budgeting, capital structure theory, dividend policies, asset pricing, risk and return, the efficient markets hypothesis, bond and stock valuation, business performance evaluation and other financial topics. Prerequisite(s): ACCT 211

BADM 321 - Business Statistics II **3 credits**

This course focuses on statistical inference and forecasting. Topics, with business applications, includes hypothesis testing, analysis of variance, correlation, simple linear

and multiple regression and time series analysis. Utilization of statistical software is emphasized. Prerequisite(s): BADM 220 or MATH 281 or STAT 281

BADM 331 - Financial Technology **3 credits**
This course studies the retrieval and analysis of publicly available financial data, develops advanced expertise in the use of spreadsheet financial functions, and uses Excel, Minitab, and other statistical and financial dedicated software for financial analysis, forecasting, and model building. Prerequisite(s): BADM 310, BADM 321 and CSC 207

BADM 334 - Small Business Management **3 credits**
This course applies business policies and procedures to the small business environment. As such, it is designed for students contemplating management or ownership of a small business. Topics include the nature of the entrepreneur, financing and ownership options, marketing, government regulations, taxation, inventory control and other relevant business functions. Prerequisite(s): BADM 360

BADM 336 - Entrepreneurship I **3 credits**
This course is an introduction to the concepts, terminology, and process of new venture creation, operations and growth, as well as the introduction of entrepreneurial management practices into existing businesses. This course will assist in the identification of entrepreneurial opportunities and strategies and the role of personal factors (including creativity). Legal, ethical, and social responsibilities are emphasized.

BADM 344 - Managerial Communications **3 credits**
This advanced writing course is designed to assist students with the development and refinement of their communication skills. It stresses the factors underlying the composition of managerial communications, including organizational structure, reader analysis, and content quality for letters and memoranda, informational and analytical reports, and grant proposals. Prerequisite(s): CSC 105

BADM 350 - Legal Environment of Business **3 credits**
This is a study of legal topics as they apply to the business environment. Topics include an introduction to the law, the U.S. Court system, legal process, government regulation, and criminal, tort, and contract issues.

BADM 351 - Business Law **3 credits**
This course involves a thorough study of the law of contracts, sales, product liability, agency, corporations and other selected topics. Prerequisite(s): BADM 350

BADM 360 - Organization and Management **3 credits**
This course is a study of management, including the planning, direction, controlling and coordinating of the various activities involved in operating a business enterprise.

BADM 370 – Marketing **3 credits**
This course introduces the student to the basic concepts and practices of modern marketing. Topics include marketing and its linkages to business, consumer behavior, marketing research, strategy and planning, product and pricing decisions, distributions and promotion decisions, marketing management, and evaluation and control aspects for both consumer and industrial goods.

BADM 378 - Marketing for E-Commerce **3 credits**
Considers the theories and processes that guide the marketing of goods and services electronically. Some of the course topics include the development of a web presence, cyber laws, and reaching the intended market segment. Prerequisite(s): BADM 370

BADM 405 - International Trade & Finance **3 credits**
A study of current theory, policy, and practice in international trade and finance. Prerequisite(s): BADM 310, BADM 370 and ECON 202

BADM 411 – Investments **3 credits**
This course is a thorough study of the equity market including fundamental valuation techniques, asset allocation, the efficient markets hypothesis and its implications, portfolio theory, risk and return, the primary and secondary market mechanisms, security market indicators, and international investing. An overview of the bond market including bond valuation, duration, and bond portfolio management, and an introduction to options, futures, and forward contracts are provided. The vital roles of computer technology and electronic trading are also explored. Prerequisite(s): BADM 310

BADM 415 - Financial Institutions **3 credits**
This course is an analytical and descriptive survey of financial institutions from a global perspective. Financial institution risk management and the changing financial and regulatory environment are emphasized. Prerequisite(s): BADM 310

BADM 416 - Commercial Bank Management **3 credits**
This course is an in-depth study of banking institutions, with special emphasis on commercial banks and their connection to the federal reserve system and other financial institutions. A risk management perspective is adopted, and the fast changing global regulatory and financial environments are discussed. Prerequisite(s): BADM 310

BADM 418 - Financial Futures and Options **3 credits**
This course is a study of futures, options and related derivative security markets. Theoretical analysis and practical issues and concerns are examined. Prerequisite(s): BADM 310 and BADM 411

BADM 419 - Investment Real Estate **3 credits**
This course is a study of direct and indirect investing in residential and commercial real estate including cash flow analysis and valuation, contracts, financing alternatives, mortgages and the mortgage markets, real estate development, mortgage-backed securities, and real estate investment trusts. Prerequisite(s): BADM 310

BADM 425 - Production and Operations Management **3 credits**
Rhis course studies the basic tools of operations management with emphasis on decision-making models in production and planning. Such topics as decision theory, production planning and control, inventory control, materials requirement planning, project management, and quality control are covered. Prerequisite(s): BADM 220 or MATH 281

BADM 435 - Management Technology and Innovation **3 credits**
The understanding and management of the technological and innovative processes in business, industry and government. Prerequisite(s): BADM 360

BADM 436 – Entrepreneurship **3 credits**
A study of idea generation and screening and the new business start-up process. Emphasis on resource management and business planning. Case studies and an entrepreneurial project are required activities. Prerequisite(s): ACCT 211, BADM 310 and BADM 370

BADM 438 - Entrepreneurship II **3 credits**
This course focuses on the process of screening an opportunity, drafting a personal entrepreneurial strategy, and understanding the business plan writing process. Building the entrepreneurial team and the acquisition and management of financial resources are emphasized along with venture growth, harvest strategies, and valuation.

BADM 457 - Business Ethics **3 credits**
This course is a study of the ethical implications of managerial decisions. Topics covered include the responsibility of the organization to the individual and society, the role of the individual within the organization, and ethical systems for American business. The course provides an examination and assessment of current American business practices.

BADM 460 - Human Resource Management **3 credits**
This course provides a survey of managerial practices with respect to the management of the human resource function and an introduction to the topic of human resource management as an occupational choice. Major areas of inquiry include recruitment and selection, training and development, compensation and benefits administration and work force integration and maintenance. Prerequisite(s): BADM 360

BADM 464 - Organizational Behavior **3 credits**
This course is a study of individuals and groups. Traditional organization theory and concepts are presented and study is given to motivation, group dynamics, and methods of coordination, change, and adaptation within an organization. Prerequisite(s): BADM 360

BADM 468 - International Management **3 credits**
A study of the management required in an internationally oriented firm with emphasis on policy formulating and planning. Also emphasized are relationships between business, cultural and political factors. Prerequisite(s): BADM 360

BADM 472 - Marketing Technology **3 credits**
This course focuses on two aspects of technology and marketing: the use of technology within the marketing field and the marketing of technology products. Different technologies to be evaluated may include database applications (CRM), technologies within marketing research, e-commerce technologies and tools used for marketing analytics. In addition, the unique aspects associated with the marketing of high technology products will be examined, including the unique application of the four P's, and differing product life cycle. Prerequisite(s): BADM 370

BADM 474 - Personal Selling **3 credits**
This course is a study of the skills needed to develop and manage long-term relationships with customers and suppliers. Emphasis is placed on relationship selling, presentation, prospecting, handling objectives and closing techniques with consideration given to differences in the global marketplace. Prerequisite(s): BADM 370

BADM 475 - Consumer Behavior **3 credits**
This course is a study of the various factors that influence consumers in their decisions relative to buying, using and disposing of goods, services and ideas. The course examines concepts and theories from the behavioral sciences and analyzes their application in developing marketing strategies. Prerequisite(s): BADM 370

BADM 476 - Marketing Research **3 credits**
This course provides an in-depth study of the primary methodologies of marketing research. Emphasis is places on collecting, analyzing, interpreting and presenting information for the purpose of reducing uncertainty surrounding marketing and management decisions. Prerequisite(s): BADM 370, CSC 209 and BADM 220 or MATH 281

BADM 481 - Promotional Management **3 credits**
This course is a concentrated study of marketing issues related to promotions and the creative aspects of the advertising/communication process. Topics covered include communication as an integral part of marketing, fundamentals of communication, the marketing environment, and management of a promotional strategy. Planning, implementation, evaluation and control are discussed. Prerequisite(s): BADM 370 and Senior Standing

BADM 482 - Business Policy and Strategy **3 credits**
This course is designed to develop an understanding of strategy formulation, implementation, and evaluation. It involves integrating all functional areas of business, analyzing the environment in which the firm operates, and choosing strategies that enable the firm to meet its objectives. Prerequisite(s): BADM 310, BADM 350, BADM 360 and BADM 370 and Senior Class Standing

BADM 489 - Business Plan Writing and Competition **1 credit**
Students will write a business plan and present it to a panel of faculty and business community members. The top three business plan presenters will move on to a statewide competition.

BADM 490 – Seminar **3 credits**
A highly focused, and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research. Seminars may be conducted over electronic media such as internet and are at the upper division or graduate levels. Enrollment is generally limited to fewer than 20 students.

BADM 491 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the

details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

BADM 492 – Topics **1-4 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

BADM 493 – Workshop **1-3 credits**
Special, intense sessions in specific topic areas. Approximately 45 hours of work is required for each hour of credit. Workshops may vary in time range but typically use a compressed time period for delivery. They may include lectures, conferences, committee work, and group activity.

BADM 494 – Internship **1-12 credits**
Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses. Prerequisite(s): Consent of the instructor

Business Education

BED 480 - 7-12 Business Education Methods **3 credits**
Students develop an understanding of the tools of inquiry of business; the ability to design, deliver, and evaluate a variety of instructional strategies and processes that incorporate learning resources, materials, technologies, and state and national curriculum standards appropriate to business; the ability to assess student learning in business; and to apply these knowledge, skills, and attitudes to real life situations and experiences. Prerequisite(s): Admitted to Teacher Education

Biology

BIOL 101 - Biology Survey I **3 credits**
Study of the nature, diversity, and classification of life, ecology, cells and cell cycles, Mendelian and modern genetics evolution and evolution theory. Intended for those not majoring in biology. Corequisite(s): BIOL 101L

BIOL 101L - Biology Survey I Lab **0 credits**
Laboratory experience that accompanies BIOL 101. Corequisite(s): BIOL 101

BIOL 103 - Biology Survey II **3 credits**
Study of energetics; plant growth; development and reproduction; animal structure and function. Intended for those not majoring in biology. Prerequisite(s): BIOL 101 or BIOL 151 Corequisite(s): BIOL 103L

BIOL 103L - Biology Survey II Lab **0 credits**
Laboratory experience that accompanies BIOL 103. Corequisite(s): BIOL 103

BIOL 145 - Introduction to Scientific Inquiry **1 credit**
An introduction to the history and philosophy of science including the scientific method. Contemporary issues will be studied emphasizing the interaction between science and society.

BIOL 151 - General Biology I **4 credits**
The introductory course for those majoring in biology and microbiology. Presents the concepts or cell biology, evolution, heredity, molecular genetics and ecology. Corequisite(s): BIOL 151L

BIOL 151L - General Biology I Lab **0 credits**
Laboratory experience that accompanies BIOL 151. Corequisite(s): BIOL 151

BIOL 165 - General Zoology **4 credits**
A phylogenetic approach to the study of animal diversity emphasizing evolutionary relationships and structure and function of animal systems. Includes significant weekly laboratory exercises. Corequisite(s): BIOL 165L

BIOL 165L - General Zoology Lab **0 credits**
Laboratory experience that accompanies BIOL 165. Corequisite(s): BIOL 165

BIOL 201 - General Botany **4 credits**
A phylogenetic approach to the study of plant diversity and evolutionary relationships emphasizing structure and function of plant systems. Prerequisite(s): BIOL 101 or BIOL 151 Corequisite(s): BIOL 201L

BIOL 201L - General Botany Lab **0 credits**
Laboratory experience that accompanies BIOL 201. Corequisite(s): BIOL 201

BIOL 221 - Human Anatomy **4 credits**
Structures of various systems in the human body are presented as a structural basis for physiology. Prerequisite(s): BIOL 151 Corequisite(s): BIOL 221L

BIOL 221L - Human Anatomy Lab **0 credits**
Laboratory experience that accompanies BIOL 221. Corequisite(s): BIOL 221

BIOL 291 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

BIOL 292 – Topics **1-4 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

BIOL 311 - Principles of Ecology **4 credits**
Basic principles of ecology including the sub disciplines of physiological ecology, population ecology, community ecology, evolutionary ecology, and ecosystems ecology from both a theoretical and applied aspect. Prerequisite(s): BIOL 151 Corequisite(s): BIOL 311L

BIOL 311L - Principles of Ecology Lab **0 credits**
Laboratory experience that accompanies BIOL 311. Corequisite(s): BIOL 311

BIOL 323 - Human Anatomy and Physiology **4 credits**
Study of the structure and function of the human body including interrelationships among body systems. Includes significant weekly laboratory exercises. Prerequisite(s): BIOL 101 or BIOL 151 Corequisite(s): BIOL 323L

BIOL 323L - Human Anatomy and Physiology Lab **0 credits**
Laboratory experience that accompanies BIOL 323. Corequisite(s): BIOL 323L

BIOL 325 – Physiology **4 credits**
Basic cell physiology, neural, hormonal and neuroendocrine control systems. Coordinated body functions. Prerequisite(s): BIOL 221 or BIOL 323 Corequisite(s): BIOL 325L

BIOL 325L - Physiology Lab **0 credits**
Laboratory experience that accompanies BIOL 325. Prerequisite(s): BIOL 221 or BIOL 323 Corequisite(s): BIOL 325

BIOL 331 – Microbiology **4 credits**
This will be a study of the morphology and physiology of representatives of various groups of microorganisms, with emphasis on bacteria. Prerequisite(s): BIOL 151 Corequisite(s): BIOL 331L

BIOL 331L - Microbiology Lab **0 credits**
Laboratory experience that accompanies BIOL 331. Corequisite(s): BIOL 331

BIOL 343 - Cell and Molecular Biology **4 credits**
Studies of structure, molecular composition, physiology, heredity and growth of cells form the contents of this course. Prerequisite(s): BIOL 151 Corequisite(s): BIOL 343L

BIOL 343L - Cell and Molecular Biology Lab **0 credits**
Students will use practical applications and demonstrations to reinforce the lectures and discussions of BIOL 343. Corequisite(s): BIOL 343

BIOL 365 - Vertebrate Zoology **4 credits**
Structure and ways of life of the vertebrate classes. General anatomy, organ systems, and special characteristics of each class of vertebrates as well as detailed classification of the major Taxa down to the family level. Prerequisite(s): BIOL 151 Corequisite(s): BIOL 365L

BIOL 365L - Vertebrate Zoology Lab **0 credits**
Laboratory experience that accompanies BIOL 365. Corequisite(s): BIOL 365

BIOL 371 – Genetics **4 credits**
Principles governing the nature, transmission and function of hereditary material with application to plants, animals, humans, and microorganisms. Prerequisite(s): BIOL 151 Corequisite(s): BIOL 371L

BIOL 371L - Genetics Lab **0 credits**
Laboratory experience that accompanies BIOL 371 Corequisite(s): BIOL 371

BIOL 410 - Conservation Biology **3 credits**
This course is designed to merge the pure sciences of physiology, genetics, taxonomy, biogeography, and ecology with the applied fields of wildlife management, forestry, landscape ecology, and restoration ecology to address patterns and processes of biological diversity. Prerequisite(s): BIOL 151

BIOL 415 – Mycology **3 credits**
Comprehensive taxonomic survey of the Kingdom Fungi; reproductive biology, physiology, genetics, and ecology of fungal organisms; relationship of fungi to human affairs. Prerequisite(s): BIOL 151 Corequisite(s): BIOL 415L

BIOL 415L - Mycology Lab **0 credits**
Laboratory experience that accompanies BIOL 415. Corequisite(s): BIOL 415

BIOL 450 - Aquatic Biology **4 credits**
Field-based small group and individual investigations of the fresh water habitat and the organisms living therein. Ponds, lakes and streams are characterized. Concepts integrated in laboratory and computer exercises. Prerequisite(s): BIOL 101 or BIOL 151 and BIOL 311 Corequisite(s): BIOL 450L

BIOL 450L - Aquatic Biology Lab **0 credits**
Laboratory experience that accompanies BIOL 450. Corequisite(s): BIOL 450

BIOL 491 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

BIOL 492 – Topics **1-5 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular

curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

BIOL 498 - Undergraduate Research/Scholarship **1-12 credits**
Includes Senior Project, and Capstone Experience. Independent research problems/projects or scholarship activities. The plan of study is negotiated by the faculty member and the student. Contact between the two may be extensive and intensive. Does not include research courses which are theoretical. Prerequisite(s): Consent of the instructor

Chemistry

CHEM 106 - Chemistry Survey **3 credits**
A one-semester survey of chemistry. Not intended for those needing an extensive chemistry background. Introduction to the properties of matter, atomic structure, bonding, stoichiometry, kinetics, equilibrium, states of matter, solutions, and acid-base concepts. Prerequisite(s): MATH 095 or MATH 101 or MATH 102 or MATH 103 or MATH 115 or MATH 120 or MATH 121 or MATH 123 or MATH 125 or MATH 281 or Corequisite(s): CHEM 106L

CHEM 106L - Chemistry Survey Lab **1 credit**
Laboratory designed to accompany CHEM 106. Corequisite(s): CHEM 106

CHEM 108 - Organic and Biochemistry **4 credits**
A survey of the chemical principles important to biological systems. For students who do not plan to take additional chemistry. Not a prerequisite for any 200 level and above course. Prerequisite(s): CHEM 106 or CHEM 112 Corequisite(s): CHEM 108L

CHEM 108L - Organic and Biochemistry Lab **1 credit**
Laboratory designed to accompany CHEM 108. Prerequisite(s): CHEM 106L Corequisite(s): CHEM 108

CHEM 112 - General Chemistry I **4 credits**
An introduction to the basic principles of chemistry for students needing an extensive background in chemistry (including chemistry majors, science majors, and pre-professional students). Completion of a high school course in chemistry is recommended. Corequisite(s): CHEM 112L, MATH 102

CHEM 112L - General Chemistry I Lab **0 credits**
Laboratory designed to accompany CHEM 112. Corequisite(s): CHEM 112

CHEM 114 - General Chemistry II **4 credits**
A continuation of CHEM 112. An introduction to the basic principles of chemistry for students needing an extensive background in chemistry. Prerequisite(s): CHEM 112 and MATH 102 or MATH 115 or MATH 120 or MATH 121 or MATH 123 or MATH 125 or MATH 281 Corequisite(s): CHEM 114L

CHEM 114L - General Chemistry II Lab **0 credits**
Laboratory designed to accompany CHEM 114. Prerequisite(s): CHEM 112L Corequisite(s): CHEM 114

CHEM 291 - Independent Study **1-3 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

CHEM 292 – Topics **1-4 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

CHEM 326 - Organic Chemistry I **3 credits**
A systematic treatment of the chemistry of carbon compounds, including nomenclature, structure-reactivity relationships, reaction mechanisms, synthesis, and spectroscopy. Prerequisite(s): CHEM 114 Corequisite(s): CHEM 326L

CHEM 326L - Organic Chemistry I Lab **1 credit**
Laboratory designed to accompany CHEM 326. Corequisite(s): CHEM 326

CHEM 328 - Organic Chemistry II **3 credits**
A continuation of CHEM 326. A systematic treatment of the chemistry of carbon compounds, including nomenclature, structure-reactivity relationships, reaction mechanisms, synthesis, and spectroscopy. Prerequisite(s): CHEM 326 Corequisite(s): CHEM 328L

CHEM 328L - Organic Chemistry II Lab **1 credit**
Laboratory designed to accompany CHEM 328. Prerequisite(s): CHEM 326L Corequisite(s): CHEM 328

CHEM 332 - Analytical Chemistry **3 credits**
Fundamental concepts and principles of quantitative chemical analysis including quantitative chemical equilibrium calculations and error analysis applied to the evaluation of experimental measurements and data. Prerequisite(s): CHEM 114 Corequisite(s): CHEM 332L

CHEM 332L - Analytical Chemistry Lab **1 credit**
Laboratory to accompany CHEM 332. Corequisite(s): CHEM 332

CHEM 452 - Inorganic Chemistry **3 credits**
Theoretical and periodic aspects of inorganic chemistry. Prerequisite(s): CHEM 114

CHEM 460 – Biochemistry **3 credits**
A one-semester course in biomolecules, metabolism, and transmission of genetic information. The structures, properties, and biochemical functions of mono- and polysaccharides, lipids, amino acids, proteins and nucleic acids are introduced. Metabolic pathways and cycles for the catabolism and anabolism of sugars, triglycerides, steroids, amino acids, proteins, and polynucleotides are detailed. Energetics, the potential fates of chemical intermediates, and information storage and transmission are studied. Prerequisite(s): CHEM 326

CHEM 491 - Independent Study **1-9 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

CHEM 492 – Topics **1-4 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

CHEM 498 - Undergrad Research/Scholarship **1-12 credits**
Includes Senior Project, and Capstone Experience. Independent research problems/projects or scholarship activities. The plan of study is negotiated by the faculty member and the student. Contact between the two may be extensive and intensive. Does not include research courses which are theoretical. Prerequisite(s): Consent of the instructor

Computer Information Systems

CIS 130 - Visual Basic Programming **3 credits**
Fundamentals of programming using Visual Basic. Focus on problem solving, visual design, and programming concepts. Topics include sequence, selection, repetition, procedures, and functions.

CIS 251 - Business Applications Programming **3 credits**
Emphasis on logical design and structured programming techniques. Writing, debugging and testing business programs. Prerequisite(s): CIS 130 or CSC 150

CIS 275 - Web Application Programming I **3 credits**
An introduction to the languages used to develop and operate e-commerce sites with focus on client-side technologies. Topics include but are not limited to programming practices, HTML, extensible markup language (XML), and JavaScript. Prerequisite(s): CIS 130 or CSC 150

CIS 277 - OS Interfaces and Utilities **3 credits**
Concepts and techniques of interfacing programs with an operation system using Job Control Language. Use of storage devices using vendor supplied utilities. Prerequisite(s): CIS 330 Corequisite(s): CIS 331

CIS 291 - Independent Study **1-5 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

CIS 292 – Topics **1-5 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

CIS 321 - Information Security Management **3 credits**
Students will learn the fundamental concepts in managing information protection in an organization. The course will review information security programs, security policies and procedures, as well as investigate disaster recovery, security awareness and I.T. auditing concepts. In addition, students will understand and interpret current regulatory bodies that influence businesses from an IT security standpoint. This is a writing-intensive course which will provide students multiple opportunities to document information security decisions for an organization to operationalize. Prerequisite(s): Completed 30 credit hours.

CIS 325 - Management Information Systems **3 credits**
Introduction to the application of information technology in organizations, roles of managers and staff professionals in developing and using information systems with current and future technology.

CIS 330 - COBOL I **3 credits**
Introduction to structured COBOL programming: input, output, and reformatting; arithmetic program design; report writing; intrinsic functions; conditional branching; condition-name; iteration; control breaks; program maintenance; validity checking; and interactive programming. Prerequisite(s): CIS 251 or CSC 150 or CSC 250

CIS 331 - COBOL II **3 credits**
Advanced structured COBOL programming with arrays; table look-ups; subprograms; sequential file processing; sorting and merging; indexed file processing; text manipulations; debugging; and on-line applications. Prerequisite(s): CIS 330 - COBOL I

CIS 332 - Structured Systems Analysis and Design **3 credits**
The study of the Systems Development Life Cycle, including strategies and techniques of structured analysis, planning and design, testing and implementation is stressed. Case studies will be used along with hands-on application of concepts. Prerequisite(s): CIS 130 or CSC 123 or CSC 150

CIS 338 - Project Management **3 credits**
A study of the principles and techniques used in management project. Project management software will be used. Prerequisite(s): 24 credit hours completed

CIS 340 - Java Programming **3 credits**
An in-depth exploration of the Java programming language that will include the graphical user interfaces, multi-threaded programs, and Android development. Prerequisite(s): CSC 260

CIS 350 - Computer Hardware, Data Communications & Networking **3 credits**
An introduction to computer hardware, data communications, and networking fundamentals and theory. Computer design, components, voice and data communications and LAN design and operation issues are addressed in both lecture and hands-on formats. Emphasis is given to network design using the OSI model as well as network operations and setup issues.

CIS 361 - Advanced Programming for Business Applications **3 credits**
This course will emphasize advanced topics of business programming using contemporary development tools. Additional topics may include: objects, databases, multithreading, error trapping and web-based applications. Prerequisite(s): CIS 251

CIS 375 - Web Application Programming II **3 credits**
An introduction to the languages used to develop and operate e-commerce sites with focus on server-side technologies. Topics include issues common to the development of e-commerce sites such as mixed technology environments, security, and internationalization. Prerequisite(s): CIS 275 or MCOM 351

CIS 380 - Software System Testing **3 credits**
Software testing involves the operation of a system or application under controlled conditions and the evaluation of the results of these tests. Quality assurance (QA) includes the techniques and activities aimed at assuring that appropriate functionality has been implemented correctly in the software system or product. Aspects of QA include: validation (appropriate functionality, fit for use, doing the right thing), verification (correct implementation, doing the things right), assessment (data collection, analysis and modeling). During the semester the course will focus on the various aspects of software testing including white and black box testing, integration testing, functional testing, performance testing, usability testing and security testing. Prerequisite(s): CIS 251

CIS 383 - Networking I **3 credits**
LAN topologies, media choices, protocols and transmission techniques are addressed. Overview of LAN planning and installation considerations. LAN hardware and software offerings and problem determination procedures are presented.

CIS 384 - Decision Support Systems **3 credits**
A study of the decision process, including the gathering, analysis, and application of data. Prerequisite(s): Junior class standing

CIS 385 - Networking II **3 credits**

This class focuses on the technical networking essentials of the development, maintenance and use of e-commerce sites. Topics include coverage of network concepts and theory, intranets, extranets, server issues, enterprise computing, virtual hosting, and security considerations. Prerequisite(s): CIS 383

CIS 387 - Routing and Switching **5 credits**

Students will learn to design, configure, implement and troubleshoot multiple LAN/WAN network technologies using up-to-date routers and switches. The class will incorporate lectures, assignments, and hands-on lab projects using modern routing and switching equipment. Students will learn to analyze business needs and recommend appropriate network and routing solutions regardless of the network size or complexity. Prerequisite(s): CIS 385

CIS 407 - Advanced Routing and Switching **3 credits**

Students will learn to extend basic routing and switching knowledge into enterprise level networking applications. The class will leverage a combination of hands on labs, lecture, and real-world problem solving. Students will be exposed to a variety of practical applications including the implementation of large scale wireless LAN management, voice over internet protocol implementation, storage area networking technologies, and advanced routing protocols. Prerequisite(s): CIS 387

CIS 418 - Advanced Computer Forensics **3 credits**

This course will analyze the impact that portable devices have in a digital forensic investigation. Current portable devices, such as mobile phones and tablets will be forensically analyzed. Prerequisite(s): CSC 388

CIS 419 - Advanced Windows Forensics **3 credits**

The course provides an advanced examination of the forensic artifacts found on NTFS file system using a variety of commercial and open source methods and tools to investigate any event for the workplace. The course focuses on methods that ensure maximum evidence capture without altering key forensic evidence found in memory and disk space. Special attention will be placed on RAM analysis, Internet Artifacts and the Windows Registry. Prerequisite(s): CSC 388

CIS 424 - Software Development with Agile Methodologies **3 credits**

Agile methodologies are alternate means of managing the development of software systems. Agile methodologies include but are not limited to Scrum, Extreme Programming, Lean programming and Kanban. This course is a survey of agile methodologies and processes that will be encountered in the software development environment. Prerequisite(s): CIS 332

CIS 427 - Information Systems Planning and Management **3 credits**

A study of financial, technical and strategic information systems planning process. Emphasis will be placed on the relationship of information systems to the overall business planning. Prerequisite(s): CIS 332 or CIS 325

CIS 434 - Computer Forensics and Investigations **3 credits**
This course will cover formal investigation requirements and investigative reports. Students will be introduced to Expert Witness requirements including liabilities associated with evidence collection and courtroom testimony. The focus will be on the capture and analysis of network information. The types of investigation expand to email and discovery of email crimes, steganography, and mobile devices. Prerequisite(s): CSC 388

CIS 438 - Advanced Project Management **3 credits**
Advanced Project Management involves the application of knowledge, skills, tools and techniques for completing a project on time, within budget, and meeting quality requirements. The course will integrate concepts and techniques to identify, understand and propose solutions to the problems encountered in Project Management. The course emphasizes the Project Management Institutes Body of Knowledge as it provides project managers with the fundamental practices needed to achieve organizational results and excellence in the practice of project management. Prerequisite(s): CIS 338

CIS 447 - Artificial Intelligence **3 credits**
Concepts in Artificial Intelligence: programming in languages such as Prolog or LISP; knowledge representation; search algorithms. Prerequisite(s): CSC 250

CIS 460 - Windows Administration **3 credits**
This course gives students a solid foundation in the operation of Microsoft Windows-based networks. Representative topics include implementing Dynamic Host Configuration Protocol (DHCP); implementing and managing the DNS Service; remote access; routing; security templates; and troubleshooting network connectivity. The course has a significant hands-on component and is designed to provide you with practical skills that you will need as a Microsoft networking professional. Prerequisite(s): CIS 385 and CIS 383

CIS 462 - UNIX/Linux Administration **3 credits**
This course prepares students to perform basic administration, networking, and security-oriented tasks on UNIX/Linux-based servers. This course has a significant hands-on component that utilizes both the command line and graphical user interface (GUI) environments. Topics include the vi editor, shell scripting, process management, file system management, network configuration, user account management, and troubleshooting. Prerequisite(s): CSC 328 and CIS 383

CIS 466 - Survey of Network Administration **3 credits**
This course exposes students to a hands-on environment leveraging common virtualization platforms. The course will expose students to concepts that relate to enterprise level virtualization which include cloud computing, disaster recovery, hardware, database, resource planning, and security. In order to fulfill these areas, students will be exposed to several tools and services that a network administrator would need to be familiar with such as web servers, load balancing, database management and email services. Students will learn to budget for and evaluate systems as required in order to support an organization's mission. Prerequisite(s): CIS 460 and CIS 462

CIS 468 - Scripting for Network Administration **3 credits**
This course uses current operating environments to teach the basic techniques for scripting administrative tasks that are required over modern computer networks. Topics include scripting languages, automation of command line utilities, and connecting to remote scripting hosts. Prerequisite(s): CSC 328

CIS 476 - Web Development Environments **3 credits**
This course will study modern web development environments. Emphasis will be placed on alternatives to the environments covered in CIS 375. Prerequisite(s): CIS 375

CIS 484 - Database Management Systems **3 credits**
The study of formalized database design. This course will focus on relational model design and the use of SQL. Students will use a modern relational database to implement designs and learn the basics of data management. Prerequisite(s): CIS 130 or CSC 150 and Completion of 24 credits

CIS 487 - Database Programming **3 credits**
Provides hands-on experience with procedural extensions to SQL. Topics include data control languages, control structures, exception handling stored procedures, triggers, cursors, and cursor processing. Prerequisite(s): CIS 484

CIS 488 - Advanced Database Issues **3 credits**
This course is designed to expand on the theoretical concepts developed in CIS 484. Emphasis will be placed on database theory and will cover such issues as distributed databases, concurrency control, security, and optimization. Specialized topics such as data-warehousing/mining will also be explored. Prerequisite(s): CIS 484

CIS 491 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

CIS 492 – Topics **1-5 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

CIS 494 – Internship **1-8 credits**
Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses. Prerequisite(s): Consent of the instructor

CIS 498 - Undergraduate Research/Scholarship **1-6 credits**
Includes Senior Project, and Capstone Experience. Independent research problems/projects or scholarship activities. The plan of study is negotiated by the faculty member and the student. Contact between the two may be extensive and intensive. Does not include research courses which are theoretical. Prerequisite(s): Consent of the instructor

Computer Science

CSC 105 - Introduction to Computers **3 credits**
Overview of computer applications with emphasis on word processing, spreadsheets, database, presentation tools and internet-based applications.

CSC 123 - Problem Solving and Programming **3 credits**
An introduction to problem solving and computer programming. Students will learn essential problem solving techniques. This class uses engaging environments (such as web scripting or visual programming) to introduce programming concepts and logic. Students will create interactive applications to learn techniques on using a computer to solve problems and the fundamental constructs that are used in computer programming

CSC 150 - Computer Science I **3-4 credits**
An introduction to computer programming. Focus on problem solving, algorithm development, design, and programming concepts. Topics include sequence, selection, repetition, functions, and arrays.

CSC 206 - Advanced Applications: **1 credit**
The use of specific computer applications such as operating systems, word processing, spreadsheets, databases, graphics, integrated packages, communications packages and hardware topics. Prerequisite(s): CSC 105

CSC 207 - Advanced Applications: Spreadsheet **1 credit**
This course covers use of advanced features in a common spreadsheet application. Prerequisite(s): CSC 105

CSC 208 - Advanced Applications: Database **1 credit**
This course covers use of advanced features in a common database application. Prerequisite(s): CSC 105

CSC 209 - Advanced Applications: SAS **1 credit**
This course covers use of advanced features in a common statistics application. Prerequisite(s): CSC 105

CSC 230 - Tech Foundations: Ethics **1 credit**
A study of the importance of ethics in the computer security field. Topics will include vulnerability disclosure, differences between black-hat and white-hat hacking, legal ramifications of computerized system exploitation, security inspection, and best practices for ethical hacking.

CSC 231 - Tech Foundations: Linux **1 credit**
A study of the Linux operating system to introduce commands and uses. Special attention will be paid to choosing, installing, and configuring a Linux distribution. Command line input, differences between Linux and Windows operating systems, and installing software will be stressed.

CSC 232 - Tech Foundations: Scripting **1 credit**
A study of the role of scripting programming as a mechanism to control several aspects of a technology infrastructure. Special attention will be paid to optimization and customization of scripts related to users, network storage and access, and roles within the enterprise.

CSC 233 - Tech Foundations: Emerging Topics **1 credit**
A study of current and noteworthy topics within the technology domain that will further prepare students for a professional career. Topics may include software security, network security, hardware and operating systems security, operations security, and other closely related areas.

CSC 245 - Information Security Fundamentals **3 credits**
Introductory course in which students explore the principles of information assurance, with emphasis on current threats and vulnerabilities to develop an information security plan to mitigate risk. Information security and assurance issues are explored and a multidisciplinary approach is discussed that examines security policies, models, and mechanisms for confidentiality, integrity, and availability. Theory/Lab.

CSC 250 - Computer Science II **3 credits**
Problem solving, algorithm design, standards of program style, debugging and testing. Extension of the control structures and data structures of the high-level language introduced in CSC 150. Elementary data structures and basic algorithms that include sorting and searching. Topics include more advanced treatment of functions, data types such as arrays and structures, and files. Prerequisite(s): CSC 150

CSC 260 - Object Oriented Design **3 credits**
This course emphasizes object-oriented programming methodologies. An object-oriented language will be used to illustrate these OO concepts. The Unified Modeling Language (UML) will be introduced. Prerequisite(s): CSC 250

CSC 291 - Independent Study **1-5 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

CSC 292 – Topics **1-5 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

CSC 300 - Data Structures **3 credits**
A systematic study of data structures and the accompanying algorithms used in computing problems; structure and use of storage; methods of representing data; techniques for implementing data structures; linear lists; stacks; queue; trees and tree traversal; linked lists; and other structures. Prerequisite(s): CSC 250

CSC 314 - Assembly Language **3 credits**
A thorough introduction to assembly language programming and processor architecture. A study of low-level programming techniques, and the layout of a typical computer. The student will gain insight into the memory layout, registers run-time stack, and global data segment of a running program. Prerequisite(s): CSC 250

CSC 316 - Discrete Math **3 credits**
Selected topics from Boolean algebra, set theory, logic, functions and relations, difference equations, recurrence relations, application of algorithms, finite graphs, trees, paths and modeling. Prerequisite(s): MATH 125

CSC 317 - Computer Organization and Architecture **3 credits**
A course in computer organization with emphasis on the hierarchical structure of computer systems. Covers such topics as: components of computer systems and their configuration, design of basic digital circuits, the microprogram level, the conventional machine level, the operating system level, assembly language, address modes, interpreters/translators, computer arithmetic. Prerequisite(s): CSC 314

CSC 318 - Advanced Discrete Math **3 credits**
An introduction to advanced discrete mathematics topics. Content to include topics such as proof techniques, graph theory, coding theory, and cryptology with an emphasis on computer applications. Prerequisite(s): MATH 316 or CSC 316

CSC 328 - Operating Environments **3 credits**
This course examines the role of the operating system in computer operations. Current operating environments include Windows, UNIX/Linux, and similar operating environments are studied from a theoretical and hands-on perspective.

CSC 363 - Hardware, Virtualization, and Data Communication **3 credits**
This course will provide students with a broad understanding of computer hardware, computer architecture, virtualization, and data communications.

CSC 388 - Computer Forensics Fundamentals **3 credits**
This course introduces students to the foundation of public and private computer forensic investigations. Forensic tools will be used to demonstrate the steps of a complete forensic investigation of a NTFS system. Prerequisite(s): CIS 350 or CSC 363

CSC 403 - Programming Graphical User Interface **3 credits**
A course dealing with the issues of programming in a graphical user interface environment. In-depth programming will be done in a graphical operating system environment. Issues

such as design of user interfaces, object-oriented programming and networking will be covered along with examples of other environments. Prerequisite(s): CSC 260

CSC 410 - Parallel Computing **3 credits**
The fundamental ideas and issues involved in programming and using parallel computers. This course will cover topics in the design, analysis, and implementation of parallel algorithms. Environments discussed and used may include a variety of shared-memory and message passing models, cluster computing, and GPU computing. Prerequisite(s): CSC 300

CSC 420 - Cellular and Mobile Communications **3 credits**
As more communications are conducted via mobile and cellular technologies, these technologies have become critical to both industry and private life. This course covers how data is processed and transmitted using mobile and wireless devices. Topics include but are not limited to: an overview of smart phone technologies, embedded operating systems, wireless and mobile specific protocols, mobile identifiers, location based services and more. Prerequisite(s): CIS 383

CSC 432 - Malware Analysis **3 credits**
This course provides fundamental knowledge of Malware analysis. Topics include an introduction to both static and dynamic techniques for analyzing unknown binaries. Students will be exposed to advanced malware concepts including malware detection as well as the utilization of industry standard tools to analyze, debug, and reverse engineer unknown binaries. Prerequisite(s): CSC 314

CSC 433 - Computer Graphics **3 credits**
Graphical programming concepts. Display media and device characteristics. Point, line. and circle plotting. Coordinating systems and transformations. Polygon clipping and filling. Spline methods, hidden surface elimination, and shading. Prerequisite(s): CSC 300 and CSC 260

CSC 434 - Web Software Security **3 credits**
This course provides in-depth knowledge of current vendor-independent web application hacking techniques and the defensive programming approaches necessary to mitigate such attacks. Attacks and mitigation strategies related to filter evasion, session management, database interaction, path traversal, and file inclusion will be emphasized. Prerequisite(s): CSC 245 and CIS 375

CSC 436 - Offensive Network Security **3 credits**
This course provides theoretical and practical aspects of Network Penetration Testing. The course includes in-depth details and hands on labs for each of the five distinct phases of an ethical hack including reconnaissance, scanning and vulnerability assessment, gaining access and exploitation, maintaining access, and covering tracks. An applied approach with a focus on current tools and methodologies will be stressed. Prerequisite(s): CSC 328 and CIS 385

CSC 438 - Defensive Network Security **3 credits**
This course provides theoretical and practical aspects to firewalls and intrusion detection systems. Topics include configuration, implementation, rule creation, filtering, and other state-of-the-art developments. Intrusion detection topics will provide both host based and network based exposure while firewalling concepts will include the use of both application and enterprise level devices. Prerequisite(s): CIS 385

CSC 444 - Reverse Engineering **3 credits**
This course provides fundamental knowledge of secure software development methodologies and applied security topics related to compiled programs. In-depth coverage of source code auditing, fuzzing, introduction to reverse engineering, and exploitation will be emphasized. Prerequisite(s): CSC 314

CSC 451 - Mobile Development Environments **3 credits**
This course will examine modern mobile development environments and require students to develop multiple sample applications. Each term, the course will focus on a specific development paradigm. Prerequisite(s): CSC 260

CSC 456 - Operating Systems **3 credits**
A study of the functions and structures associated with operating systems with respect to process management, memory management, auxiliary storage management, and processor management. Topics include concurrent and distributed computing, deadlock, real and virtual memory, job and processor scheduling, security and protection. Prerequisite(s): CSC 300 and CSC 314

CSC 460 - Scientific Visualization **3 credits**
Topics in the visualization of scientific concepts. The graphical capabilities of the computer will be used to visualize difficult and abstract constructions in mathematics and science. Prerequisite(s): CSC 300

CSC 461 - Programming Languages **3 credits**
This course consists of two parts. The first part introduces how programming languages are designed, including an introduction to the concepts of parsing and compiling. Issues related to implementation such as type checking, binding, and memory management are discussed. Secondly, the course will survey the spectrum of programming languages paradigms, including traditional imperative, object oriented, functional, and logic languages. Prerequisite(s): CSC 260 and CSC 300

CSC 466 - Language Processing **3 credits**
A study of computer language processing through the activities of language design, specification, and translation. Computer language processing tools (compiler construction tools) will be used to demonstrate many of the concepts. The scanning, parsing, semantic analysis and code generation phases of compilation will be studied. Theoretical concepts including grammars and automata will be introduced. Programming projects will be required. Prerequisite(s): CSC 300 and CSC 461

CSC 470 - Software Engineering **3 credits**

An introduction to the software engineering process, including lifecycle phases, problem analysis, specification, project estimation and resource estimations, design, implementation, testing/maintenance, and project management. In particular, software validation and verification as well as scheduling and schedule assessment techniques will be discussed. Prerequisite(s): CSC 300

CSC 482 - Algorithms and Optimization **3 credits**

This course will study computer algorithms, their performance, and techniques for optimizing algorithm implementation. A variety of algorithms including search, sorting, and graph algorithms will be examined. Tools and methods for analyzing and measuring both theoretical and practical performance will be studied. Techniques for improving the performance of implementations of the algorithms will be examined. Prerequisite(s): CSC 260, CSC 300 and MATH 316

CSC 483 - Machine Learning Fundamentals **3 credits**

This course will study computer algorithms that automatically improve the experience. Applications range from discovering general rules in data sets to intelligent information filtering or search systems that adapt users' interests. Topics may include: decision trees, artificial neural networks, Bayesian learning, genetic algorithms, support vector systems, and case-based learning. Prerequisite(s): CSC 300 and MATH 316

CSC 486 - Data Mining Methods **3 credits**

Study of analytic processes which explore data (especially very large data sets) for consistent patterns or systematic relationships, along with the study of methods for preparing data for analysis and validating the results of such analysis. The course will focus on processes, techniques, and algorithms for data mining, rather than applications. Data mining phases will be studied, including: data preparation, initial exploration, model building, model validation, and deployment. Prerequisite(s): CSC 300 and MATH 281 or MATH 381

CSC 491 - Independent Study **1-4 credits**

Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

CSC 492 – Topics **1-5 credits**

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

CSC 494 – Internship **1-8 credits**

Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these

courses than is the case with field experience courses. Prerequisite(s): Consent of the instructor

CSC 498 - Undergraduate Research/Scholarship **1-6 credits**
Includes Senior Project and Capstone Experience. Independent research problems/projects or scholarship activities. The plan of study is negotiated by the faculty member and the student. Contact between the two may be extensive and intensive. Does not include research courses which are theoretical. Prerequisite(s): Consent of the instructor

Digital Arts and Design

DAD 110 - Introduction to Digital Arts and Design **3 credits**
An introduction to new media and technology's role in the creation of visual and performing arts.

DAD 180 - Introduction to Digital Storytelling **3 credits**
An exploration of narrative forms and techniques in the art of storytelling.

DAD 215 - Team Building and Creative Problem Solving **3 credits**
This course will examine and practice cooperative, collaborative, and creative group problem solving. Prerequisite(s): SPCM 101 or SPCM 215 or SPCM 222

DAD 222 - Audio Production I: Foundations **3 credits**
A foundation study of audio recording techniques and digital audio editing. Explores the audio chain from input to processing and output. Topics including microphones, connection types, basic mixing, digital manipulation, and output file formats. Also includes basic MIDI production applications and editing sound for video. Prerequisite(s): CSC 105

DAD 255 – Screenwriting **3 credits**
Process and techniques of scriptwriting for film, personal narratives, commercials, and other types of digital media. Students will study scripts and create their own. Prerequisite(s): ENGL 201

DAD 291 - Independent Study **1-3 credits**
Includes Directed Study, Problems, Readings, Directed Readings, Special Problems, and Special Projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

DAD 292 – Topics1 **3 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

DAD 310 - Digital Soundtrack Production **3 credits**
Create and edit soundscapes, atmosphere, and musical backgrounds for multimedia presentations using digital audio and MIDI software. Learn foundational techniques in composition, sound synthesis, looping, mixing, and sound effects application. Explore music copyright, royalty, and licensing procedures.

DAD 322 - Audio Production II; Multi-track Environments **3 credits**
Builds upon Audio Production I. Course focus is on multi-track recording, production, mixing, and editing in professional software applications. Other topics taught include mixing console management, signal processing, ear training, advanced audio for video editing, and live sound production techniques. Prerequisite(s): DAD 222

DAD 323 - Live Sound Reinforcement **3 credits**
An introduction to live sound mixing in performance environments both for voice and instrument applications. Student will develop skills in operating mixing consoles, speaker placement, and microphone placement techniques. Prerequisite(s): DAD 222

DAD 330 - Film Editing I **3 credits**
Working knowledge of cameras, equipment, and resources; development of intermediate non-linear digital editing skills; basic production of videography projects; discussion and importance of storytelling to the video production specialist. Prerequisite(s): DAD 180

DAD 335 - Film Editing II **3 credits**
The significance of storytelling to the organization. Projects will focus on digital advertising, branding, identity, knowledge management, and interactivity. Continued development of digital cameras and intermediate non-linear editing skills. Prerequisite(s): DAD 330

DAD 340 - Narrative Filmmaking **3 credits**
Discussion, development and importance of storytelling in the filmmaking; development of intermediate and advanced non-linear digital editing skills; advanced production of fictional storytelling projects. Prerequisite(s): DAD 180 and DAD 255

DAD 345 - Documentary Filmmaking **3 credits**
Development of non-fiction storytelling skills in a variety of context including the organization. Continued development of digital camera use and advanced non-linear editing skills.

DAD 350 - Recording Sessions **2 credits**
Students complete recording sessions under real world situations, taking responsibility for most studio functions, such as engineer, producer, tape operator, production assistant, studio manager, and promotions staff. Course is repeatable. Prerequisite(s): DAD 222

DAD 375 – Storyboarding **3 credits**
Principles of visual storytelling for a variety of digital arts contexts. Prerequisite(s): ART 121 and Sophomore class standing

DAD 380 - Professional Development for Digital Storytellers **3 credits**
Portfolio preparation and presentation, internship strategies and discussion of issues in digital storytelling careers and professions.

DAD 415 - Team-Based Projects **3 credits**
Hands-on experience working in multidisciplinary teams to complete digital and multimedia projects for clients. Prerequisite(s): Senior class standing

DAD 422 - Audio Production III: Adv Techniques and MIDI Music **3 credits**
Builds upon Audio Production II; Instructs in advanced multi-track editing techniques including advanced audio mixing, signal processing, and critical listening. Also covers business practices for the music industry and career preparation, including copyright law, resume building and online music marketing and promotion. Prerequisite(s): DAD 322

DAD 423 - Midi Techniques **3 credits**
Students learn to create and edit musical soundtracks at MIDI and DAW workstations for synchronization to video, presentation software and multimedia projects. Emphasis is given to understanding SMPTE and MIDI time clocks to synchronize video and audio compositions. Prerequisite(s): DAD 322

DAD 424 - Audio for Video Post Production **3 credits**
The art and science of adding sound to picture for television, feature films and commercials; applying time codes, and multi-track audio-sweetening techniques, sound effects design, Foley, and dialog replacement. Prerequisite(s): DAD 322

DAD 465 - Advanced Film Development and Production **3 credits**
Fundamentals of digital filmmaking from pre-production to post-production. Prerequisite(s): DAD 335

DAD 491 - Independent Study **1-3 credits**
Includes Directed Study, Problems, Readings, Directed Readings, Special Problems, and Special Projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

DAD 492 – Topics **1-3 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

DAD 494 – Internship **1-3 credits**
Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor for these courses than is the case with field experience. Prerequisite(s): Consent of the instructor

DAD 498 - Undergraduate Research/Scholarship **1-3 credits**
A capstone experience for Digital Arts and Design majors. Students create team projects and displays of their individual work, integrating theories and practices learned as DAD

majors. Must be taken the final semester of student's program of study. Prior application required. Prerequisite(s): Consent of the instructor

Economics

ECON 201 - Principles of Microeconomics **3 credits**
Principles of microeconomics studies basic economic concepts as they relate to consumer, worker, and business decisions. Emphasis is given to satisfaction maximizing behavior by individuals and profit maximization by firms. Market structures are thoroughly analyzed regarding their effect on price, output, and competitiveness. Prerequisite(s): MATH 102 or MATH 115 or MATH 120 or MATH 121 or MATH 123 or MATH 125

ECON 202 - Principles of Macroeconomics **3 credits**
Principles of macroeconomics considers the economy as a whole, how its sectors interact, and how monetary and fiscal policy can influence output, inflation, interest rates, unemployment, poverty, debt, and other factors. Prerequisite(s): MATH 102 or MATH 115 or MATH 120 or MATH 121 or MATH 123 or MATH 125

ECON 490 – Seminar **1-3 credits**
A highly focused, and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research. Seminars may be conducted over electronic media such as internet and are at the upper division or graduate levels. Enrollment is generally limited to fewer than 20 students. Prerequisite(s): Consent of the instructor

ECON 491 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

ECON 492 – Topics **1-4 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

ECON 494 – Internship **1-6 credits**
Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses. Prerequisite(s): Consent of the instructor

Education

ED 291 - Independent Study **1-4 credits**
Includes Directed Study, Problems, Readings, Directed Readings, Special Problems, and Special Projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

ED 295 – Practicum **1-3 credits**
Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses. Prerequisite(s): Consent of the instructor

ED 488 - K-12 Student Teaching **6-12 credits**
Supervised placement in a K-12 classroom in the major area of emphasis. Students assume full responsibility for planning, instruction, evaluation and classroom management during their experience. Admission to Teacher Education. An additional mandatory fee applies to this course. Prerequisite(s): Admitted to Teacher Education

ED 491 - Independent Study **1-4 credits**
Includes Directed Study, Problems, Readings, Directed Readings, Special Problems, and Special Projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

ED 492 – Topics **1-3 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

ED 495 – Practicum **1-6 credits**
Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses. Prerequisite(s): Consent of the instructor

Educational Research

EDER 415 - Educational Assessment **2 credits**
A study of educational measurements covering both the elementary and secondary fields.

Foundations of Education

EDFN 295 - Practicum: Pre-Admission **1 credit**
Applied, monitored, and supervised field-based experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and/or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with Field Experience courses.

EDFN 338 - Foundations of American Education **1-2 credits**
A survey of the goals, history, organization, and philosophy of pre-K-12 American education, with emphasis on teaching as a profession; contemporary issues and practices, legal and ethical responsibilities, and attributes of effective teachers.

EDFN 365 - Computer-Based Technology & Learning **2-3 credits**
Prepares students to integrate computers into the curriculum by exploring the evolving uses and expectations of technology as a teaching and learning tool. Course objectives based on ISTE standards. Prerequisite(s): Admitted to Teacher Education

EDFN 366 - Teaching Using Video Conferencing **1 credit**
This course is an introduction to distance teaching methods, including designing lessons, best practices, and classroom management for distance education classrooms. Emphasis will be placed on videoconferencing classrooms and online learning. Prerequisite(s): Admitted to Teacher Education

EDFN 395 – Practicum **1 credit**
Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses. Prerequisite(s): Consent of the instructor

EDFN 401 - Methods of Educational Technology **1 credit**
An introduction to videoconferencing teaching methods, including designing lessons, best practices and classroom management for online and mobile classrooms. Course will also focus on utilization of various technology tools to support face to face, online and tablet classrooms. Prerequisite(s): Admission to Teacher Education

EDFN 440 - Classroom Management **1-3 credits**
This course is designed to explore the principles and practices of effective classroom management. It also examines methods of establishing a safe, orderly, and equitable learning environment that fosters positive social interaction, active engagement in learning, and self-motivation. Prerequisite(s): Admitted to Teacher Education

EDFN 465 - Multimedia Web Development in Education **2-3 credits**
The course addresses the evaluation and utilization of multimedia and hypermedia in educational settings in light of instructional design and cognitive science. Prerequisite(s): Admitted to Teacher Education

EDFN 475 - Human Relations **3 credits**
This course is designed to reflect the six strands of the human relations component as mandated by the South Dakota Board of Education. Students will develop expertise in listening and communicating to create a climate within the school environment that is more conducive to learning. The course is also designed to help the participants understand the community issues in education and to encourage the teachers to be more aware of ways to strengthen community involvement in the school. Another area that will be addressed is the dehumanizing impact of biases and negative stereotyping. Prerequisite(s): Admitted to Teacher Education

EDFN 495 – Practicum **1-3 credits**
Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses. Prerequisite(s): Consent of the instructor

Elementary Education

ELED 291 - Independent Study **1-4 credits**
Includes Directed Study, Problems, Readings, Directed Readings, Special Problems, and Special Projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

ELED 303 - Earth and Physical Science for Elementary Teachers 3-4 credits
A non-methods course that presents major concepts and theories in astronomy, geology, meteorology, chemistry, and physics. Scientific concepts and theories for elementary teachers working with K-8 students. Corequisite(s): ELED 303L

ELED 303L - Earth and Physical Science for Elementary Teachers Lab 0 credits
Laboratory section for ELED 303. Corequisite(s): ELED 303

ELED 310 - K-8 Methods of Music, Art and Drama **2 credits**
In this course, students will learn how to use methods of music, art and drama, in concert and infused with technology, as vibrant and integral parts of their teaching repertoire. Students will learn how these arts not only strengthen and solidify curriculum, but improve their own ability to teach and relate to their students. Students will develop an understanding of: the tools of inquiry of K-8 music, art and drama; the ability to design, deliver, and evaluate a variety of instructional strategies and processes that incorporate learning resources, materials, technologies, and state and national curriculum standards appropriate to K-8 music, art and drama; the ability to assess student learning; and to apply these skills and attitudes to real life situations and experiences.

ELED 320 - K-8 Science Methods **2-3 credits**
Students develop an understanding of the tools of inquiry of K-8 science; the ability to design, deliver, and evaluate a variety of instructional strategies and processes that

incorporate learning resources, materials, technologies, and state and national curriculum standards appropriate to K-8 science; the ability to assess student learning in K-8 science; and to apply these knowledge, skills, and attitudes to real life situations and experiences. Prerequisite(s): Admitted to Teacher Education

ELED 330 - K-8 Math Methods **2-3 credits**
Students develop an understanding of the tools of inquiry of K-8 math; the ability to design, deliver, and evaluate a variety of instructional strategies and processes that incorporate learning resources, materials, technologies, and state and national curriculum standards appropriate to K-8 math; the ability to assess student learning in K-8 math; and to apply these knowledge, skills, and attitudes to real life situations and experiences. Prerequisite(s): Admitted to Teacher Education

ELED 354 - Emergent Literacy Development **3 credits**
Objectives, materials, and procedures for teaching language stimulation and pre-reading at the pre-school and Kindergarten levels. Students will be expected to work with children.

ELED 360 - K-8 Social Science Methods **2 credits**
Students develop an understanding of the tools of inquiry of K-8 social studies; the ability to design, deliver, and evaluate a variety of instructional strategies and processes that incorporate learning resources, materials, technologies, and state and national curriculum standards appropriate to K-8 social studies; the ability to assess student learning in K-8 social studies; and to apply these knowledge, skills, and attitudes to real life situations and experiences. Prerequisite(s): Admitted to Teacher Education

ELED 395 – Practicum **1-2 credits**
Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses.

ELED 412 - Kindergarten Education **3 credits**
An overview of the principles and philosophy of kindergarten education as it relates to curriculum planning and the development of activities and materials. Course utilizes NAEYC curriculum standards.

ELED 422 - K-8 Science and Math Technology **1-2 credits**
Methods of integrating the teaching of science and mathematics through the use of technology.

ELED 440 - K-8 Language Arts Methods **2-3 credits**
Students develop an understanding of the tools of inquiry of K-8 language arts, integrating reading, writing, speaking and listening, the ability to design, deliver, and evaluate a variety of instructional strategies and processes that incorporate learning resources, materials, technologies, and state and national curriculum standards appropriate to K-8 language arts; the ability to assess student learning in K-8 language arts; and to apply these knowledge, skills, and attitudes to real life situations and experiences. Prerequisite(s): Admitted to Teacher Education

ELED 450 - K-8 Reading Methods **2-3 credits**
Students develop an understanding of the research and tools of inquiry of K-8 reading, the ability to design, deliver, and evaluate a variety of instructional strategies and processes that incorporate learning resources, materials, technologies, and state and national curriculum standards appropriate to K-8 reading, the ability to assess student learning in K-8 reading, and to apply these knowledge, skills, and attitudes to real life situations and experiences. Prerequisite(s): Admitted to Teacher Education

ELED 454 - Literacy: Data Based Reflective Teaching **2-3 credits**
Emphasis is on combining theory to practice in using data in the areas of reading, writing, phonemic/vocabulary to support teaching strategies and assessment. Requires admission to Teacher Education Program. Prerequisite(s): LIBM 205, ELED 440, ELED 450 and Admitted to Teacher Education

ELED 459 - Introduction to Literacy Assessment & Remediation **1-3 credits**
This is a practical course in which the student is directed toward acquiring specific skills that will enable a teacher to complete group and individual assessments and develop activities to remediate reading problems. This course includes a practicum. Prerequisite(s): ELED 440 and ELED 450; Admission to Teacher Education

ELED 462 - Teaching English: New Language **2 credits**
This course is designed to introduce and prepare students to teach new English language learners in diverse classrooms. This course focuses on curriculum, instruction and assessment methods for teaching English as a new language to multicultural students in rural and urban settings.

ELED 464 - Linguistics/Language P-12 **3 credits**
This course will introduce the key components of language including phonology, phonetics, morphology, syntax and semantics and develop a basis understanding of language acquisition for P-12 students learning English as a new language.

ELED 488 - K-8 Student Teaching **2-16 credits**
Students preparing for teaching in the elementary school will observe, participate, and teach under the supervision of the regular classroom teacher in an approved elementary school. An additional fee applies to this course. Prerequisite(s): Admitted to Teacher Education

ELED 491 - Independent Study **1-6 credits**
Includes Directed Study, Problems, Readings, Directed Readings, Special Problems and Special Projects. Student complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meeting depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

ELED 493 – Workshop **1-4 credits**
Special, intense sessions in specific topic areas. Approximately 45 hours of work is required for each hour of credit. Workshops may vary in time range but typically use a

compressed time period for delivery. They may include lectures, conferences, committee work, and group activity.

ELED 495 – Practicum **1-12 credits**
Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses. Prerequisite(s): Consent of the instructor

English

ENGL 033 - Basic Writing **1-3 credits**
Intensive work in grammar and usage, punctuation, and paragraph development. Does not count toward graduation. Prerequisite(s): Course enrollment is determined by Board of Regent placement policy

ENGL 099 - English As a Second Language **1-8 credits**
Concentrated study in aspects of the English language and the culture of its speakers. Designed for students who do not speak English as their native language. May be repeated with a change of subject matter for a maximum of 9 hours. ENGL 099 does not count towards graduation.

ENGL 101 - Composition I **3 credits**
Practice in the skills, research, and documentation needed for the effective academic writing. Analysis of a variety of academic and non-academic texts, rhetorical structures, critical thinking, and audience will be included. Prerequisite(s): Course enrollment is determined by Board of Regent placement policy

ENGL 201 - Composition II **3 credits**
Study of and practice in writing persuasive prose, with the aim to improve writing skills in all disciplines. Prerequisite(s): ENGL 101 and completed 28 credit hours

ENGL 208 - Documentation and Presentation **3 credits**
Principles of clear description and documentation of computer programs and systems, and methods of preparing oral presentations. Prerequisite(s): HON 111 or ENGL 101 or HON 101 or HON 116 and CSC 105 or HON 112

ENGL 210 - Introduction to Literature **3 credits**
Readings in fiction, drama, and poetry to acquaint students with literature and aesthetic form. Prerequisite(s): ENGL 101

ENGL 211 - World Literature I **3 credits**
Selected works of world literature in translation from ancient times through the Renaissance. Prerequisite(s): ENGL 101

ENGL 212 - World Literature II **3 credits**
Selected works of world literature in translation since the Renaissance. ENGL 211 and ENGL 212 need not be taken in sequence. Prerequisite(s): ENGL 101

ENGL 221 - British Literature I **3 credits**
A chronological survey of British literature from Old English through the 18th century. Prerequisite(s): ENGL 101

ENGL 222 - British Literature II **3 credits**
A chronological survey of British literature from the 19th century to the present. ENGL 221 and ENGL 222 need not be taken in sequence. Prerequisite(s): ENGL 101

ENGL 241 - American Literature I **3 credits**
Background to and survey of major works from the beginnings to the Civil War. ENGL 241 and ENGL 242 need not be taken in sequence. Prerequisite(s): ENGL 101

ENGL 242 - American Literature II **3 credits**
Background to and survey of major works for the Civil War to the present. ENGL 241 and ENGL 242 need not be taken in sequence. Prerequisite(s): ENGL 101

ENGL 245 - Literature for Young Adults **3 credits**
This course focuses on methods of teaching literature to young adults, including analysis of literary quality and adolescent reading needs and interests, methods of generating interest in reading among young adults, as well as discussion of censorship issues. Practice in preparing and implementing instruction and assignments to meet statewide standards will be included.

ENGL 268 – Literature **3 credits**
Introductory literature course focusing on one genre such as fiction, poetry, drama, etc. The genre will be identified each semester as, for example, Literature: Fiction, or Literature: Poetry, etc. May be repeated with different genre and content. Prerequisite(s): ENGL 101

ENGL 283 - Introduction Creative Writing **3 credits**
This course introduces students ot the craft of writing, with reading and practice in at least two genres (including fiction, poetry, and drama). Prerequisite(s): ENGL 101

ENGL 284 - Introduction to Criticism **3 credits**
A writing intensive course in analyzing and interpreting literature for English majors and minors. Includes instruction in critical approaches to literature and research tools. This course does not fulfill either General Education or Institutional Writing Intensive requirements. Prerequisite(s): Minimum grade of "C" in ENGL 101

ENGL 291 - Independent Study **1-3 credits**
Includes Directed Study, Problems, Readings, Directed Readings, Special Problems, and Special Projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the

details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

ENGL 292 – Topics **1-3 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

ENGL 303 - Foundations of English for New Media **3 credits**
An introduction to the principles of using new and emerging computer technologies for the study and production of texts in a wide variety of formats, including traditional texts and multimedia forms.

ENGL 305 - Professional, Technical and Grant Writing **3 credits**
Professional and technical writing in such areas as grant research and proposals, progress and project reports, abstracts, technical articles and correspondence. Prerequisite(s): Minimum grade of "C" in ENGL 101

ENGL 309 - Computer-Supported Collaboration **3 credits**
Principles and practices of successful team work using a variety of computer applications. Prerequisite(s): CSC 105 and Minimum grade of "C" in ENGL 101

ENGL 310 - Applied Grammar **3 credits**
This course will present a broad range of traditional grammar topics, such as sentence structure, parts of speech, syntax, punctuation, word usage, and diagramming. The focus will be on grammar in writing.

ENGL 321 - Multicultural Literature **3 credits**
Course will focus on ethnic American writers of the 20th and 21st centuries including African American, Native American, Chicano(a) and women writers. The course will explore issues of identity, language, and cultural diversity in American society.

ENGL 330 – Shakespeare **3 credits**
Representative comedies, tragedies, and histories of Shakespeare. Prerequisite(s): ENGL 101

ENGL 331 - Contemporary Shakespeare **2 credits**
Study of contemporary treatments of and approaches to the works of Shakespeare. The course features multiple pedagogical strategies and activities.

ENGL 332 - The Evolving Stage: Classical Theatre to New Media **3 credits**
An examination of drama from ancient Greece and Rome, through Shakespeare, and up to the present. Traditional texts and productions as well as new media will be included. Prerequisite(s): ENGL 201

ENGL 333 - Period Study **3 credits**
A study of the literature of one era or period. The period varies each time the course is offered. Prerequisite(s): Minimum grade of "C" in ENGL 101 or HON 101 or HON 111 or HON 116

ENGL 343 - Selected Authors **1-3 credits**
A study of the work of one or several major literary figures. Authors may vary each time the course is offered. Prerequisite(s): Minimum grade of "C" in ENGL 101

ENGL 351 - Digital Collection and Curation **3 credits**
This course introduces the major aspects of planning and managing digital collections to serve rhetorical purposes, including dissemination information and analyzing literature and other texts. Prerequisite(s): Minimum grade of "C" in ENGL 201

ENGL 363 - Literary Genres **3 credits**
A concentrated study of a particular literary genre. May include historical development of a particular literary genre (poetry, drama, the novel), or a more concentrated study of genre in the twentieth century (modern drama, modern poetry, film as literature). May be repeated for different topics. Prerequisite(s): Minimum grade of "C" in ENGL 101

ENGL 365 - Classical Myth and Media **3 credits**
A study of classical Greek and Roman mythology and its influence on modern media. Some coursework incorporates multimedia assignments.

ENGL 366 - Contemporary Myth and Media **3 credits**
A study of modern, multi-cultural mythology and its influence on modern media. Some coursework incorporates multimedia assignments.

ENGL 375 - Publishing for New Media **3 credits**
Practical experience in lay-out, editing, and production of texts in a variety of new and traditional media. Prerequisite(s): ENGL 201 and MCOM 161

ENGL 379 - Technical Communication **3 credits**
Study of and practice in writing of a technical nature. Prerequisite(s): Minimum grade of "C" in ENGL 101 or HON 101 and ENGL 201

ENGL 383 - Creative Writing I **1-3 credits**
Study and practice in the techniques of writing fiction, poetry, and/or drama. Prerequisite(s): Minimum grade of "C" in ENGL 101

ENGL 384 - Applied Literary Criticism **3 credits**
An introduction to analyzing and interpreting literature for English majors and minors. Prerequisite(s): Minimum grade of "C" in ENGL 101

ENGL 386 - New Media: Genre **3 credits**
Study of and practice in writing for new media. For example, writing for interactivity, social media, digital fiction, and other genres native to new and emerging media. Genre will be specified each time the course is offered.

ENGL 401 - Advanced Writing **3 credits**
Advanced Writing will give students the opportunity to strengthen and extend their writing skills and to make intellectual connections between their major field of study and the other fields of study they have encountered during their college education. The course will review primary writing techniques, but the emphasis will be allowing students to develop their own styles and voices. The course will add to the reading, writing, and thinking experiences accumulated in and outside the student's major. Prerequisite(s): Minimum grade of "C" in ENGL 101 and ENGL 201

ENGL 405 - Media Studies **3 credits**
This course exposes students to a variety of literary and philosophical texts paired with selected films and musical scores. Extensive research, discussion, and written analysis of text and alternative media are expected. Prerequisite(s): Minimum grade of "C" in ENGL 201

ENGL 408 - Writing for the Web **3 credits**
Practice of web writing and digital content development for nonlinear environments. Students will develop skills in web marketing, usability, reference documentation, promotional writing, and search engine optimization. Prerequisite(s): ENGL 101 and CSC 105

ENGL 457 - Visual Rhetoric **3 credits**
Study and practice in applying a rhetorical approach to the visual design of professional and technical documents. Prerequisite(s): ENGL 101

ENGL 466 - Text Markup and Processing **3 credits**
An introduction to text markup using tags or entity references and the kinds of computer processing that can be performed with marked up text. Prerequisite(s): CSC 105 or HON 105 and Minimum grade of "C" in ENGL 101 or HON 101 or HON 111 or HON 116

ENGL 467 - English Informatics **3 credits**
Applications of computers to writing and analysis of texts. Prerequisite(s): ENGL 201

ENGL 480 - Contemporary Rhetoric **3 credits**
A study of rhetoric based in classical rhetorical theory applied to contemporary rhetorical discussions. The course will emphasize the impact and applications of computer technology and current rhetorical theory and pedagogy. Prerequisite(s): Minimum grade of "C" in ENGL 101 or HON 101 or HON 111 or HON 116 and ENGL 201 or HON 201

ENGL 484 - Literary Criticism **3 credits**
The theory and practice of various critical approaches to literature. Prerequisite(s): Minimum Grade of "C" in ENGL 101

ENGL 490 – Seminar **1-4 credits**
A highly focused, and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research. Seminars may be conducted over electronic media such as internet and are at the upper division or graduate levels. Enrollment is generally limited to fewer than 20 students.

ENGL 491 - Independent Study **1-5 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

ENGL 492 – Topics **1-5 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

ENGL 494 – Internship **1-12 credits**
Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor for these courses than is the case with field experience. Prerequisite(s): Consent of the instructor

ENGL 498 - Undergraduate Research/Scholarship **0-12 credits**
Includes Senior Project, and Capstone Experience. Independent research problems/projects or scholarship activities. The plant of study is negotiated by the faculty member and the student. Contact between the two may be extensive and intensive. Does not include research courses which are theoretical. Prerequisite(s): Consent of the instructor

English as a Second Language

ESL 092 – Topics **1-3 credits**
A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Educational Psychology

EPSY 210 - Lifespan Development **3 credits**
Study of the changes that take place during an individual's life, from conception till death. Emphasis on theory, psychosocial, biosocial, and cognitive development.

EPSY 302 - Educational Psychology **2-3 credits**
A comprehensive study of the fundamental psychological facts, principles and theories that apply to the nature of the learner and the learning process.

EPSY 428 - Child and Adolescent Development **2-3 credits**
An overview of human physiological, psychological, and social changes occurring from birth throughout adolescence with emphasis on the developmental characteristics of elementary, middle, and secondary level learners.

EPSY 491 - Independent Study **1-4 credits**
Includes Directed Study, Problems, Readings, Directed Readings, Special Problems, and Special Projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

Earth Science

ESCI 208 - Introduction to Earth and Space Science **2 credits**
An introduction to the principles of geology, astronomy and cosmology. Integrated lab discussion.

Exchange Programs/Study Abroad

EXCH 487 - Study Abroad **0 credits**
Designed to keep a student active in the regental system if out for one to two semester(s) for study abroad program and not enrolling in credit at the university. Does not guarantee eligibility for financial aid. Repeatable, but for no more than three consecutive terms at any one point.

EXCH 488 - National Student Exchange **0-16 Credits**
This course allows students to register as a full-time student while taking part in the National Student Exchange. Students will register on their home campus for the amount of credit hours they intend to take while enrolled at their host institutions.

Exercise Science

EXS 145 - Introduction to Exercise Science / Physical Education **1 credit**
This course will help the student transition successfully to the university. The focus of the course will include familiarizing students with campus resources and to facilitate their engagement in the university experience. Through group discussions with a faculty mentor, students will develop critical thinking and social interaction skills to prepare them for the academic environment. Students will become active participants in the university community. Course content will include access to university resources, college policies, the academic advisor, student support services, and university academic requirements.

EXS 180 - Foundations of HPER **2 credits**
A survey of the historical background, sociological implications, philosophical basis and professional opportunities of physical education and exercise science.

EXS 252 - Foundations of Motor Learning & Development **2-3 credits**
Course content deals with characteristic motor development patterns in children with concentration of fundamental locomotor, not-locomotor, and manipulative skills and perceptual-motor development and practical applications of research and knowledge to physical education classroom teaching.

EXS 291 - Independent Study **1-4 credits**
Includes Directed Study, Problems, Readings, Directed Readings, Special Problems, and Special Projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

EXS 300 - Introduction to Research **3 credits**
A study focused on the development of skills related to research, writing and presentation. Prerequisite(s): ENGL 201

EXS 335 - Administration of Exercise Science **3 credits**
The emphasis will be on administrative matters including, but not limited to, public relations, personnel management, budget and finance, and equipment and facilities planning. Prerequisite(s): EXS 180

EXS 350 - Exercise Physiology **3 credits**
Study of physiological responses and adaptations to exercise related to human performance limitations, training effects, and health-related benefits. Prerequisite(s): BIOL 323 or BIOL 221 Corequisite(s): EXS 350L

EXS 350L - Exercise Physiology Lab **1 credit**
Laboratory experience that accompanies EXS 350 . Corequisite(s): EXS 350

EXS 353 – Kinesiology **2-3 credits**
An understanding of human performance as it is affected by kinesiological, anatomical, and mechanical factors. Prerequisite(s): BIOL 323 or BIOL 221

EXS 376 - Technology Integration **3 credits**
Software packages and applications used in physical education and exercise science are researched. Prerequisite(s): CSC 105 or HON 111 or HON 105 or HON 112 or HON 116

EXS 395 – Practicum **1-3 credits**
Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses. Prerequisite(s): EXS 350 and EXS 400 or Consent of the instructor

EXS 400 - Exercise Test and Prescription **3 credits**
This course is designed to provide the student with the knowledge, skills, and abilities to access different areas of physical fitness and prescribe individual exercise programs based on these objective measures. Prerequisite(s): PE 350 or EXS 350

EXS 401 - Fitness for Special Populations **3 credits**
A study of health and fitness programs and adapted physical activities for special populations including, but not limited to elderly, obese, diabetic, asthmatic and cardiac rehabilitation patients. Prerequisite(s): EXS 350

EXS 405 - Physiological Methods of Training **3 credits**
This course emphasizes the scientific application of the metabolic energy systems and the developmental aspects of program design and implementation. Prerequisite(s): EXS 350

EXS 420 - Risk Management **3 credits**
Risk management and its implications for professionals in the field of exercise science. Emphasis on safety procedures, preventative measures, and legal responsibilities.

EXS 452 - Motor Learning & Development **3 credits**
The application of principles of learning in the psychomotor domain. Included will be a review of the physiological basis of skill behavior, state of the performer, and didactic strategies in motor learning and skill performance.

EXS 454 – Biomechanics **2-3 credits**
This course emphasizes the mechanical principles of human movement (including muscular and skeletal principles) during physical education, wellness, and sport. Prerequisite(s): BIOL 323 or BIOL 221 and EXS 353 or PE 353

EXS 490 – Seminar **2 credits**
A highly focused and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research. Seminars may be conducted over electronic media, such as internet, and are at the upper division or graduate levels. Enrollment is generally limited to 20 or fewer students. Prerequisite(s): Senior class standing

EXS 491 - Independent Study **1-4 credits**
Includes Directed Study, Problems, Readings, Directed Readings, Special Problems, and Special Projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

EXS 492 – Topics **1-3 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

EXS 494 – Internship **1-12 credits**
Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses. Prerequisite(s): EXS 395 and EXS 400 and Consent of the instructor

French

FREN 101 - Introductory French I **4 credits**
Fundamentals of language structure and introduction to French culture enabling students to converse, read, and write simple French. Class work may be supplemented with required aural/oral practice outside of class.

FREN 102 - Introductory French II **4 credits**
Fundamentals of language structure and introduction to French culture enabling students to converse, read, and write simple French. Class work may be supplemented with required aural/oral practice outside of class. Prerequisite(s): FREN 101

FREN 201 - Intermediate French I **3 credits**
Goals of the introductory course continued. Emphasis on cultural and intellectual aspects of French life and literature. Class work may be supplemented with required aural/oral practice outside of class. Prerequisite(s): FREN 102

FREN 202 - Intermediate French II **3 credits**
Continues FREN 201. Laboratory as required. Prerequisite(s): FREN 201

FREN 292 – Topics **1-4 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement. Prerequisite(s): Consent of the instructor

FREN 310 - French Language Skills **3 credits**
A video and computer-assisted, advanced level course designed to strengthen and expand oral comprehension, conversation and composition within the context of contemporary French culture. Prerequisite(s): FREN 202

FREN 333 - Topics in Francophone Culture **3 credits**
Overview of the historical events in Francophone civilizations as they relate to contemporary culture. Second semester emphasizes contemporary Francophone culture and civilization. Prerequisite(s): FREN 202

FREN 350 - Business Communication in French **3 credits**
An introduction to the language of business and business practices in French-speaking countries. Included are commercial terminology, business forms, office correspondence and the common expressions used in a business setting. Prerequisite(s): FREN 202

FREN 492 – Topics **1-3 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Computer Game Design

GAME 111 - Introduction to Game Design **3 credits**
An introduction to game design and analysis. All types of games will be studied. Topics will include play-testing, persistent worlds, rules, and purposes of games. Prerequisite(s): ART 121 and CSC 150

GAME 222 - Computer Game Analysis and Development **3 credits**
This course will examine the history of video games, examining seminal games and focusing on critical analysis of games. Students will engage in critical analysis of games and will continue with projects addressing video game design topics. The course will examine alternatives for game delivery, such as computers, consoles, and mobile platforms; implications of platforms and networking for multiplayer games will also be considered. Prerequisite(s): GAME 111, CSC 250 and ARTD 282 or ARTD 285

GAME 291 - Independent Study **1-3 credits**
Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depend upon the requirements of the topic. Prerequisite(s): Consent of the instructor

GAME 292 – Topics **1-3 credits**
A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually 10 or fewer students with significant one-on-one student-teacher involvement.

GAME 333 - Project and Process I **3 credits**
Students will work as members of a game production team while studying topics in the game development process. Development methodologies, such as agile methods, will be explored and applied. Students will learn and apply teamwork methods. Prerequisite(s): ARTD 282, ARTD 285, CSC 300 and GAME 222

GAME 334 - Project and Process II **3 credits**
Students will work as members of a multidisciplinary game production team. Students will apply methods for effective teamwork and development processes. Students will also study the content and development process for formal game design proposals. Students

will develop complete game design proposals; these will be subject to public, competitive evaluation. Prerequisite(s): GAME 333

GAME 360 - Narrative Design **3 credits**
A course about creating video game narratives, with an emphasis on writing for video games. Students will learn about key concepts in narrative design, including world building, character sketches, environmental storytelling, and dialogue. Students will then implement these concepts through frequent written assignments.

GAME 363 - Game Genres **3 credits**
A course about designing and developing games in a variety of genres. The course can be taken multiple times for credit. Each variant of the course will feature topic focusing on a particular genre. Students will study key examples of a given genre and produce prototypes of games and game elements in that genre.

GAME 365 - Classical Myth and Media **3 credits**
A study of classical Greek and Roman mythology and its influence on modern media. Some coursework incorporates multimedia assignments.

GAME 366 - Contemporary Myth and Media **3 credits**
A study of modern, multi-cultural mythology and its influence on modern media. Some coursework incorporates multimedia assignments.

GAME 370 - Game Mechanics **3 credits**
A course about game mechanics, the underlying rules and systems that provide the basis of gameplay. The course can be taken multiple times for credit. Each variant of the course will feature a different topic focusing on a particular game mechanic, such as magic and combat systems or stealth systems. Students will practice prototyping and testing game mechanics digitally and non-digitally.

GAME 375 - Level Design I **3 credits**
A course about planning, building, and testing game spaces in order to shape gameplay and game narrative. The course covers both level design concepts and the implementation of these concepts in level editors and game engines.

GAME 444 - Project Development I **3 credits**
In conjunction with interdisciplinary teams, students will complete the development of an entire computer game. Selected proposals from GAME 334 will be implemented during the course of GAME 444 and GAME 445. Students may function as project leaders, team leaders for specific content, or project members. Game development will follow methodologies (such as those taught in GAME 333), and teams will work under the guidance of a faculty member. This course will emphasize earlier phases of the development process. Prerequisite(s): GAME 334

GAME 445 - Project Development II **3 credits**
In conjunction with interdisciplinary teams, students will complete the development of an entire computer game. Selected proposals from GAME 334 will be implemented during the

course of GAME 444 and GAME 445. Students may function as project leaders, team leaders for specific content, or project members. Game development will follow methodologies (such as those taught in GAME 333), and teams will work under the guidance of a faculty member. This course will emphasize earlier phases of the development process. Prerequisite(s): GAME 444

GAME 475 - Level Design II **3 credits**
A course about advanced level design concepts and methodologies. Students learn to iterate and polish game levels through the refinement of level design architecture and its integration with gameplay scripting and narrative elements. Prerequisite(s): GAME 375

GAME 491 - Independent Study **1-3 credits**
Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depend upon the requirements of the topic. Prerequisite(s): Consent of the instructor

GAME 492 – Topics **1-3 credits**
A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually 10 or fewer students with significant one-on-one student-teacher involvement.

Geography

GEOG 101 - Introduction to Geography **3 credits**
The course presents a broad, introductory overview of geographic concepts, themes, and elements designed to help students better understand and analyze the world from a geographic perspective. It provides a background to Earth's physical and human elements and systems. It also emphasizes the unique quality of world regions, and the spatial interaction of people, elements, and regions, as well as major global and regional problems and prospects.

GEOG 132 - Physical Geography Natural Landscapes **4 credits**
An introduction to earth's natural landscapes focusing on landforms as spatial features and their processes plus consideration of human-environmental interactions. Corequisite(s): GEOG 132L

GEOG 132L - Physical Geography Natural Landscapes Lab **0 credits**
Laboratory to accompany GEOG 132. Corequisite(s): GEOG 132

GEOG 200 - Introduction to Human Geography **3 credits**
Systematic study of world culture from perspective of five integrating themes: cultural region, cultural diffusion, cultural ecology, cultural integration, and cultural landscape. Topics include population, agriculture, political and economic systems, religion and language, folk and popular culture, and ethnicity.

GEOG 291 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

GEOG 312 - Geography for Elementary Teachers **1-3 credits**
A survey of the elements of physical and cultural geography useful to elementary teachers.

GEOG 491 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

General Studies

GS 100 - University Experience **0-1 credits**
The primary purpose of this course is to help students transition successfully to the university. The focus of the course will be to familiarize students with campus resources and to facilitate their engagement in the university experience. Through group discussions with a faculty mentor, students will develop critical thinking and social interaction skills to prepare them for the academic environment. Students will become active participants in the university community. Course content will include access to university resources, college policies, role of the academic advisor, student support services, and university academic requirements.

GS 240 - International Travel Study **0-16 credits**
Students who participate in international travel study are required to enroll in this course for zero to 16 credits.

GS 340 - International Travel Study **0-16 credits**
Students who participate in international travel study are required to enroll in this course for zero to 16 credits.

GS 440 - International Travel Study **0-16 credits**
Students who participate in international travel study are required to enroll in this course for zero to 16 credits.

GS 491 - Independent Study **1-3 credits**
Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depend upon the requirements of the topic. Prerequisite(s): Consent of the instructor

Health Information Management

HIM 130 - Basic Medical Terminology **2 credits**
Introduction to medical terms. Particular emphasis of word construction.

HIM 150 - Introduction to Health Information Management **3 - 4 credits**
Introduction to the basic concepts and techniques for maintaining health record systems in acute care, ambulatory care, long term care, home care, behavioral health care, and other settings of care. Health record concepts include storage and retrieval; the use and structure of healthcare data and data sets; quantitative and qualitative analysis of healthcare data; forms design; release of information; indices and registers; and the accreditation, certification, and licensure standards applicable to healthcare data. Secondary data sets for multiple settings will be explored. Concepts incorporated into laboratory and computer experience. Prerequisite(s): CSC 105. Concurrent enrollment in CSC 105 is permitted.

HIM 170 - Legal Aspects Health Information Management **3 credits**
Study of the principles of law as applied to the health field, with particular reference to health information management practice including release of information, e-discovery, privacy and security requirements and practices of compliance. Concepts incorporated into laboratory and computer experience. Prerequisite(s): HIM 150

HIM 180 - Fundamentals of Disease and Diagnosis Coding I **4 credits**
Introduction to the etiology, diagnostic evaluation, clinical diagnosis and treatment of disease, including pharmacologic therapy, combined with an introduction to the application of ICD classification system, coding guidelines and resources. Concepts integrated into laboratory case studies and encoder experience. Prerequisite(s): BIOL 323 or (BIOL 221 and BIOL 325), HIM 130, HIM 150 Corequisite(s): BIOL 323 may be taken concurrently.

HIM 188 - Career Options for HIM **1 credit**
This course is designed to increase student awareness of the career options in (and related to) the Health Information Management (HIM) profession to assist students in planning and advancing their HIM career. Students will be introduced to entry level jobs as well as mid-career level jobs and their requirements. Students will complete activities to increase awareness of the American Health information Management Association (AHIMA) career and student center and DSU's career services including activities such as resume writing, interviewing and completing applications. Prerequisite(s): HIM 150

HIM 225 - Introduction to Healthcare Information Systems **3 credits**
Introduction to the fundamental concepts of database architecture and design. Special emphasis will be placed on electronic health record systems, personal health records, health information exchanges, and public and population health needs. Additional coverage will include IT strategic planning and implementation, data stewardship, data integrity, healthcare security regulations and healthcare data standards and interoperability. Prerequisite(s): HIM 150

HIM 240 - Fundamentals of Disease and Diagnosis Coding II **4 credits**
A continuation of the concepts of etiology, diagnostic evaluation and treatment of disease and the application of ICD classification system, coding guidelines and resources. Concepts integrated into laboratory case studies and encoder experience. Prerequisite(s): HIM 180

HIM 250 - Alternative Site Health Information Management **2 credits**
An introduction to the management, retrieval and retention of health records in settings other than hospitals. The course will also cover reimbursement, licensing and accreditation issues and include investigation of applicable computer information systems. Concepts incorporated into laboratory and computer experience. Prerequisite(s): HIM 150

HIM 252 - Basic Foundations Health Data Systems **3 credits**
Sources, definitions, collection and presentation of health data. Special registers, birth and death certificates, tumor registry, definitions and formulas for computations of basic health care statistics. Manual and computerized methods for collection and presentation of data. Concepts integrated into laboratory and computer experience. Prerequisite(s): HIM 150

HIM 257 - Management and Supervision of HIM **2 credits**
Introduction to the principles of organization and supervision of health information management services including but not limited to the study of basic management functions, budgeting concepts, labor relations, employee selection, training and development and medical staff activities. Concepts incorporated into laboratory and computer experience. Prerequisite(s): HIM 150

HIM 262 - Healthcare Procedure Coding Systems **3 credits**
IDC-10-PCS and CPT coding and coding practice will be addressed using manual and automated encoding systems. Emphasis will be placed on procedure coding in both the in-patient and out-patient setting. Concepts will be integrated into laboratory and computer experience with assignment of codes to various clinical statements, scenarios, reports, and patient records. Prerequisite(s): HIM 180 and HIM 240

HIM 264 - Revenue Cycle Management **1 credit**
Study of the reimbursement methodologies, tools and techniques that healthcare organizations use to collect payments for services rendered, respond to governmental and other external audits; including an understanding of CCI and MUE edits, and the role of HIM in the claims denial and appeal process. Topics also include OIG work plan, writing proper physician queries and understanding the purpose of case mix index and chargemaster in healthcare organizations. Concepts integrated into laboratory and computer experience utilizing manual and automated encoding/grouping systems. Prerequisite(s): HIM 180, HIM 240, HIM 262. Concurrent enrollment in HIM 262 is permitted.

HIM 265 - HIM Quality Management **3-4 credits**
The study of the principles of quality management and its component functions including evaluation activities, risk management and utilization review as applied healthcare settings. Concepts incorporated into laboratory and computer experience. Prerequisite(s): HIM 150

HIM 283 - Healthcare Coding Experience **1 credit**

Practical work experience in an acute care hospital to apply knowledge of inpatient and outpatient coding concepts and guidelines and reimbursement methodologies. This course is offered on a credit-no credit basis. Note: A charge for liability insurance will be assessed. Repeatable. Prerequisite(s): Minimum grade of "C" in HIM 130, HIM 150, HIM 170, HIM 180, HIM 225, HIM 240, HIM 262 and HIM 264 and Consent of the instructor

HIM 285 - Supervised Professional Practice **1-2 credits**

Practical work experience in hospitals or related affiliation sites. This course is offered on a credit-no credit basis. Note: A charge for liability insurance will be assessed. Prerequisite(s): Minimum grade of "C" in HIM 130, HIM 150, HIM 170, HIM 225 and Consent of the instructor

HIM 286 - Supervised Professional Practice **1 credit**

Practical work experience in a non-traditional setting or related affiliation sites. This course is offered on a credit-no credit basis. Note: A charge for liability insurance will be assessed. Prerequisite(s): Minimum grade of "C" in HIM 180, HIM 240, HIM 252, HIM 257, HIM 262, HIM 264, HIM 265 and HIM 285 and Consent of the Instructor.

HIM 287 - Supervised Professional Practice **2-3 credits**

Practical work experience in hospitals or a related affiliation sites. This course is offered on a credit-no credit basis. Note: A charge for liability insurance will be assessed. Prerequisite(s): Minimum grade of "C" in HIM 180, HIM 240, HIM 252, HIM 257, HIM 262, HIM 264, HIM 265 and HIM 285 and Consent of the Instructor.

HIM 288 - HIM Classrooms to HIM Careers **1 credit**

This course will review the health information technology competencies, skills and knowledge required to successfully prepare for RHIT certification examination. Students will complete self-assessments for all major content topic areas to assess examination readiness and to identify areas of further review. Additional individualized review plans will be created through journaling by students based on their assessment of readiness for each topic. Prerequisite(s): HIM 287

HIM 291 - Independent Study **1-4 credits**

Includes Directed Study, Problems, Readings, Directed Readings, Special Problems, and Special Projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

HIM 292 – Topics **1-4 credits**

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

HIM 360 - Management Health Information Center **3-4 credits**

Includes application and evaluation of department policies and procedures for health information management services, incorporating applicable legal, ethical and institutional

requirements, identification of departmental and organizational readiness for accreditation and licensing process, evaluation of ongoing training programs for employees and promotion of an understanding of HIM's role in the organization's strategic planning. Prerequisite(s): HIM 257

HIM 361 - Management Health Information Center II **3 credits**
Application of management principles of actuating, and controlling of health information settings. Concepts integrated into laboratory and computer experience. Prerequisite(s): HIM 360

HIM 380 - Healthcare Data Analytics **3 credits**
Introduction to healthcare knowledge discovery and data mining techniques and methodologies for extracting, analyzing, reporting and presenting data for health care decision making. Prerequisite(s): HIM 252

HIM 440 - Healthcare Information Governance **2 credits**
This course defines information governance and the responsibilities for the HIM professional in implementing and leading effective information governance practices, including accountability, transparency, integrity, protection, compliance, availability, retention and disposition. Organizational strategies to encourage the utilization of electronic health information as an aset will be included. Prerequisite(s): HIM 360 and HIM 444

HIM 443 - Current Trends in Health Care Delivery **3 credits**
Current trends in health care delivery; recent research, theory, issues and developments in health records, changing roles of health care providers. Prerequisite(s): HIM 150 and HIM 250

HIM 444 - Advanced Health Data Systems **3 credits**
Coverage of intermediate concepts of database architecture and design. Special emphasis will be placed on electronic health record systems, communication technologies, Internet technologies and mobile health technologies. Additional coverage will include data governance; capture, structure, and use of health information; data privacy, confidentiality, and security; and an introduction to data exploration and data mining in healthcare. Prerequisite(s): CSC 105, CSC 208, HIM 225 and HIM 252

HIM 450 - Research in Health Information Administration **3 credits**
An introduction to research methods in the healthcare industry that guides the student through the research process including developing problem statements, performing literature searches, evaluating and writing proposals and critiquing existing research articles. The course will also include an overview of existing statistical software applications used in research. Research and presentation of an aspect of health information management will be included. Prerequisite(s): HIM 252 and HIM 380

HIM 485 - Health Record Admin Supervised Professional Practice **2-4 credits**
Practical work experience in hospitals or related affiliation sites. Note: A charge for liability insurance will be assessed. Prerequisite(s): Consent of the instructor

HIM 488 - HIM Classrooms to HIM Careers **1 credit**
This course will review the health information administration competencies, skills and knowledge required to successfully prepare for RHIA certification examination. Students will complete self-assessments for all major content topic areas to assess examination readiness and to identify areas of further review. Additional individualized review plans will be created through journaling by students based on tehir assessment of readiness for each topic. Prerequisite(s): HIM 485

HIM 489 - Program Tracking **0 credits**
This course is used to track students who are in the HIM program, who are not currently taking a course from DSU.

HIM 491 - Independent Study **1-4 credits**
Includes Directed Study, Problems, Readings, Directed Readings, Special Problems, and Special Projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

HIM 492 – Topics **1-3 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

History

HIST 111 - World Civilizations I **3 credits**
A survey of the history, culture, religion and society of the principal civilizations of the world to 1500.

HIST 112 - World Civilizations II **3 credits**
A survey of the history, culture, religion and society of the principal civilizations of the world since 1500.

HIST 121 - Western Civilization I **3 credits**
Surveys the evolution of western Civilization from its beginnings into the Reformation and religious wars.

HIST 122 - Western Civilization II **3 credits**
Surveys the development of western civilization from the Reformation era to the present.

HIST 151 - United States History I **3 credits**
Surveys the background and development of the United States from its colonial origins to the Civil War and Reconstruction.

HIST 152 - United States History II **3 credits**
Surveys development of the United States since the Civil War and Reconstruction.

HIST 256 - World History **3 credits**
Major features of the principal existing civilizations of the world, both Western and non-Western, as they were originally formed and as they have been altered during the past two to four centuries. Prerequisite(s): ENGL 101 or HON 101 or HON 111 or HON 116

HIST 312 - History of Modern Asia **3 credits**
Focuses on the history of modern Chinese and Japanese civilizations.

HIST 444 - History of Modern Russia **3 credits**
Presents the history of Russia form the mid-nineteenth century through Communist period in the twentieth century, including politics, foreign policy, economy, social and political reform, revolutionary movements, art, music, science, and literature.

HIST 470 - History of World War II **3 credits**
Study of the war from a political, military, social, and economic point of view. American or European emphasis dependent upon instructor.

HIST 475 - American Sports History, 1607 – Present **3 credits**
Provides a critical examination of the role of sport in American social and cultural life, emphasizing sport's role in mediating identities of race, class, and gender.

HIST 476 - History of South Dakota **3 credits**
Examines the history of South Dakota's physical environment, Native American presence, European settlement, economic developments, political institutions, and social life.

HIST 488 - Introduction to Grand Strategy **3 credits**
To introduce students to the politics and conduct of war and diplomacy. Students will read, discuss and write about the leading strategic thinkers to gain an introductory understanding to strategy making. The course will be structured in such a way that the students will compare and contrast wars and leading military thinkers in order to understand how wars are won and how leaders achieve their aims. The course explores political and cultural structures, history, diplomacy, literature and religion in order to examine the material in a comprehensive manner.

HIST 491 - Independent Study **1-3 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

HIST 492 – Topics **1-4 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Health

HLTH 110 - Health Concepts **3 credits**
This course is designed to provide the student with knowledge and comprehension of basic health concepts and theories at they relate to a variety of health and wellness topics.

HLTH 201 - ATOD Prevention Education **2 credits**
Concepts and analysis of vital issues related to drug use, misuse, and abuse. Educational principles related to teaching about drug education and counseling considerations in these problem areas are addressed.

HLTH 251 - First Aid and CPR **1 credit**
Students in this course develop knowledge and skills for first aid and CPR meeting the requirements for emergency cardiac care, responding to emergencies, and first aid. Safety in everyday living is emphasized.

HLTH 291 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

HLTH 320 - Community Health **2-3 credits**
This course presents the structural organization, functional roles, and political foundations of public and private health agencies relative to community health. The roles and responsibilities of community health educators and professional associations/career opportunities receive particular attention. Prerequisite(s): WEL 100

HLTH 370 - Stress Management **3 credits**
The course is designed to help students deal with stressful situations in their lives. Successful management of stress has been shown to positively affect the performance of daily tasks and reduce the risks of many diseases. Students will learn management techniques and have the opportunity to act as peer counselors.

HLTH 420 - K-12 Methods of Health Instruction **1-3 credits**
Curriculum content at elementary and secondary levels. Methods of presentation including direct, correlated, and integrated health instruction. Organization of health and safety education. Prerequisite(s): Admitted to teacher education

HLTH 422 – Nutrition **3 credits**
This course investigates the science of food relative to human performance, nutrition, and health education. Areas of emphasis include nutrient chemistry, function, and interactions; energy consumption and metabolism; and resources for nutrition education. Advanced students will examine theories and resources of nutrition education, as well as design, implement, and evaluate models of nutrition education as part of health promotion and disease prevention interventions in schools, community, worksite, and medical care settings.

HLTH 491 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

HLTH 492 – Topics **1-4 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Honors

HON 101 - Composition I **3 credits**
Practice in the skills, research, and documentation needed for the effective academic writing. Analysis of a variety of academic and non-academic texts, rhetorical structures, critical thinking, and audience will be included. Prerequisite(s): Minimum GPA of 3.2 or 24 Composite Score on ACT

HON 102 - Introduction to Honors: Popular Culture **1 credit**
An introductory seminar for the College of Arts and Sciences Honors Program designed to teach critical thinking skills through varied topics of popular culture. Prerequisite(s): Minimum GPS of 3.2 or 24 Composition Score on ACT.

HON 105 - Introduction to Computers **3 credits**
Overview of computer applications with emphasis on word processing, spreadsheets, database, presentation tools and internet-based applications. Prerequisite(s): Minimum GPA of 3.2 or 24 Composite Score on ACT

HON 111 - Composition/Introduction to Computers **5 credits**
Equivalent to ENGL 101 plus incorporation of introduction to computers taught in CSC 105. HON 111 is equivalent to ENGL 101 and CSC 105 for purposes of determining eligibility for proficiencies examination. Prerequisite(s): Minimum GPA of 3.2 or 24 Composite Score on ACT

HON 112 - Introduction to Music/Introduction to Computers **5 credits**
Equivalent to MUS 100 plus incorporation of introduction to computers taught in CSC 105. HON 112 is equivalent to MUS 100 and CSC 105 for purposes of determining eligibility for proficiencies examination. Prerequisite(s): Minimum GPA of 3.2 or 24 Composite Score on ACT

HON 114 - Principles of Programming and College Algebra **4 credits**
Course integrates the use of computer programming with college algebra. Emphasis on the use of algebraic functions in structured programming, logical design and flowcharting. Is equivalent to CSC 150 and MATH 102 for purposes of determining eligibility for

proficiencies examination. Prerequisite(s): Minimum GPA of 3.2 or 24 Composite Score on ACT

HON 116 - Composition/Oral Communications and Intro to Computers **7 credits**

Equivalent to ENGL 101, SPCM 101, plus incorporation of introduction to computers taught in CSC 105. HON 116 is equivalent to ENGL 101, SPCM 101, and CSC 105 for purposes of determining eligibility for proficiencies examination. Prerequisite(s): Minimum GPA of 3.2 or 24 Composite Score on ACT

HON 130 - Visual Basic Programming **3 credits**

Fundamentals of programming using Visual Basic. Focus on problem solving, visual design, and programming concepts. Topics include sequence, selection, repetition, procedures, and functions. Prerequisite(s): Minimum GPA of 3.2 or 24 Composite Score on ACT

HON 150 - Computer Science I **3 credits**

An introduction to computer programming. Focus on problem solving, algorithm development, design and programming concepts. Topics include sequence selection, repetition, functions and arrays. Honors Section Prerequisite: ACT score of 24 or above or 3.2 cumulative GPA. Prerequisite(s): Minimum GPA of 3.2 or 24 Composite Score on ACT

HON 201 - Composition II **3 credits**

Study of and practice in writing persuasive prose, with the aim to improve writing skills in all disciplines. Prerequisite(s): ENGL 101 or HON 101 or HON 111 or HON 116 and completed 28 credit hours and Minimum GPA of 3.2 or 24 Composite Score on ACT

HON 231 - Literature and Aesthetics **4 credits**

This course combines the content of Introduction to Literature and Survey of Art, Music and Theatre. Prerequisite(s): Minimum GPA of 3.2 or 24 Composite Score on ACT

HON 250 - Computer Science II **3 credits**

Problem solving, algorithm design, standards of program style, debugging, and testing. Extension of the control structures and data structures of the high-level language introduced in CSC 150. Elementary data structures and basic algorithms that include sorting and searching. Topics include more advanced treatment of functions, data types such as arrays and structures, and files. Prerequisite(s): CSC 150 and Minimum GPA of 3.2 or 24 Composite Score on ACT

HON 251 - Business Applications Programming **3 credits**

Emphasis on logical design and structured programming techniques. Writing, debugging, and testing business programs. Prerequisite(s): CIS 130 and Minimum GPA of 3.2 or 24 Composite Score on ACT

HON 285 - Society and Technology **3 credits**
Exploring a variety of domestic and global topics relating to technology, society, and culture. Prerequisite(s): CSC 105 or HON 105 or HON 111 or HON 105 or HON 112 or HON 116 and Minimum GPA of 3.2 or 24 Composite Score on ACT

HON 291 - Independent Study **1-4 credits**
Includes Directed Study, Problems, Readings, Directed Readings, Special Problems, and Special Projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Minimum GPA of 3.2 or 24 Composite Score on ACT or Consent of the instructor

HON 363 - Dramatic Literature and Theatre **4 credits**
This course combines the content of ENGL 363 Studies in Genre, and THEA 100 Introduction to Theatre. Prerequisite(s): Minimum GPA of 3.2 or 24 Composite Score on ACT

HON 390 – Seminar **1-3 credits**
A highly focused, and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research. Seminars may be conducted over electronic media such as internet and are at the upper division or graduate levels. Enrollment is generally limited to fewer than 20 students. Prerequisite(s): Minimum GPA of 3.2 or 24 Composite Score on ACT

HON 491 - Independent Study **1-12 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Minimum GPA of 3.2 or 24 Composite Score on ACT or Consent of the instructor

HON 498 - Undergraduate Research/Scholarship **1-12 credits**
Includes Senior Project, and Capstone Experience. Independent research problems/projects or scholarship activities. The plan of study is negotiated by the faculty member and the student. Contact between the two may be extensive and intensive. Does not include research courses which are theoretical. Prerequisite(s): Minimum GPA of 3.2 or 24 Composite Score on ACT or Consent of the instructor

Humanities

HUM 291 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

HUM 491 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

Indian Education

INED 211 - South Dakota American Indian Culture and Education **3 credits**
This course is an education focused study of the history, culture, values, family structures, traditional religions, legends, and governmental policies of South Dakota American Indian groups. Students are expected to apply the selected concepts and theories to contemporary issues in the state and region. Areas addressed are the educational application of American Indian cultural dynamics, history, teaching and learning.

INED 411 - South Dakota Indian Studies **3 credits**
A basic knowledge of Indian history with emphasis on the Lakota, Dakota, and Nakota speaking people. Current cultural issues are presented including values, family structures, traditional religion, fine arts, legends, economics, governmental policies, treaties, acts and related areas. Focuses on teaching methods, content and materials to equip students to teach bi-culturally.

Lakota

LAKL 101 - Introductory Lakota I **3-4 credits**
This course is an introduction to the Lakota language. Emphasis is placed on the basic sounds of the Lakota language, correct pronunciation, and orthography used to represent those sounds. The course includes a focus on male/female speech patterns, kinship terms, other ordinary environmental and cultural contexts, and basic sentence structure. Language tables are used to enhance fluency in conversational Lakota.

LAKL 102 - Introductory Lakota II **3-4 credits**
This course is a continuation of the Lakota language in both written and oral forms. Emphasis is placed on pronunciation, a more extended examination of grammar, expanded vocabulary, and continued practice in reading, writing, and speaking Lakota. Language tables are used to enhance fluency in conversational Lakota. Prerequisite(s): LAKL 101

LAKL 201 - Intermediate Lakota I **3-4 credits**
This course is an advanced course that builds on the introductory Lakota language courses. Students will learn advanced grammar and Lakota literacy with an emphasis on verb conjugation, composition of sentences, and analysis of Lakota/Dakota language texts. Language tables are used to enhance fluency in Lakota speaking skills. Prerequisite(s): LAKL 101 and LAKL 102

LAKL 202 - Intermediate Lakota II **3-4 credits**
This course is a continuation of teaching grammar and Lakota literacy with an emphasis on verb conjugation, composition of sentences, and further in-depth analysis of Lakota/Dakota language texts. Language tables are used to enhance fluency in Lakota speaking skills. Prerequisite(s): LAKL 101 and LAKL 102

Language Arts

LART 110 - Language Arts **1-3 credits**
Building reading speed and developing better comprehension, vocabulary and general study skills. Each time the course is offered, there will be a specific indication of its focus (such as Reading or Study Skills). Prerequisite(s): Course enrollment is determined by Board of Regent placement policy

LART 110L - Language Arts: Reading **1-3 credits**
Laboratory experience that accompanies LART 110. Corequisite(s): LART 110

Library Media

LIBM 205 - Children's Literature **2 credits**
An introduction to children's literature with emphasis on historical types of literature; selection and evaluation of books according to levels, interests, special needs, and educational objectives.

LIBM 492 – Topics **1-4 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Linguistics

LING 405 - Survey of Linguistics **3 credits**
Survey of the following units in language study: phonology, morphology, syntax, semantics and language acquisition. Prerequisite(s): Minimum grade of "C" in ENGL 101 or HON 101 or HON 111 or HON 116

LING 443 - Development of the English Language **3 credits**
Historical survey of phonology, grammar, syntax, and lexicon of English leading to an understanding of the present state of the language and future developments. Prerequisite(s): Minimum grade of "C" in ENGL 101 or HON 101 or HON 111 or HON 116

Mass Communications

MCOM 161 - Fundamentals of Desktop Publishing **3 credits**
Fundamental design principles, techniques, and technology of electronic layout and production.

MCOM 210 - Basic Newswriting **3 credits**
Introduces students to gathering, evaluating and writing news. Prerequisite(s): ENGL 101

MCOM 291 - Independent Study **1-3 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

MCOM 292 – Topics **1-3 credits**
Includes Current Topics, Advanced Topics and Special Topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of ten (10) or fewer students with significant one-on-one student/teacher involvement.

MCOM 318 - Intercultural Communication **3 credits**
Study and application of current theories and practices of communicating with culturally diverse audiences. Prerequisite(s): Minimum grade of "C" in ENGL 101

MCOM 348 - Writing for Networked Environments **3 credits**
By exploring composition techniques afforded by multimedia production tools and networked digital environments, this course helps students develop technical, rhetorical and critical awarenesses necessary to the creation of sophisticated, nontraditional, hyper mediated texts. Special attention is given to issues of interactive reading, hypertextuality, and the global distribution of syndicated content, including questions of digital rights. Prerequisite(s): Minimum grade of "C" in ENGL 101 and ENGL 201

MCOM 351 - Web Design **3 credits**
Basic and intermediate techniques for creating documents for the world wide web. Emphasis will be placed on the principles of design, using the most recent versions of hyper-text markup language and enhancement.

MCOM 352 - Advanced Web Design **3 credits**
A continuation of the principles presented in MCOM 351, students will learn more sophisticated techniques for creating documents for the World Wide Web. Emphasis will be placed on the principles of design, using the most recent versions of Hyper-text Markup Language and enhancements. Prerequisite(s): ART 121, MCOM 351 and CSC 105 or HON 105 or HON 111 or HON 112 or HON 116

MCOM 353 - Web-Based Interactivity **3 credits**
A detailed introduction to current web and/or multimedia authoring software with emphasis given to interactive design.

MCOM 358 - Principles of Usability Testing **3 credits**
Introduces methods of gathering user requirements, designing usability tests for web sites, documents and other products of interest. Prerequisite(s): Sophomore class standing

MCOM 360 - Technical Publishing **3 credits**
A study and practice in the use of computer hardware and software used for writing, editing, printing, and publishing technical media. Prerequisite(s): CSC 105 and ENGL 208 or MCOM 161

MCOM 362 - Digital Typography **3 credits**
Study and practice of visual communication and commercial printing using digital design principles for type and related graphics. Prerequisite(s): ARTD 285

MCOM 368 - Editing for Structured Environments **3 credits**
Systematic analysis of information rich environments for the development of strategies for information design and the management and publication of content. Emphasis on structured writing and standardized documentation. Prerequisite(s): Minimum grade of "C" in ENGL 101 and ENGL 201

MCOM 389 - Portfolio and Professional Development **1-3 credits**
Planning, creation, and production of portfolios and other professional materials.

MCOM 409 - Information Architecture **3 credits**
Principles and practices of structuring, organizing, and displaying content for information-rich websites, with a focus on user-centered design.

MCOM 489 - Portfolio Production and Design **1-3 credits**
Planning, creation, and production of portfolios for a variety of purposes.

MCOM 491 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

MCOM 492 – Topics **1-5 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

MCOM 494 – Internship **1-12 credits**
Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses. Prerequisite(s): Consent of the instructor

MCOM 495 – Practicum **1-4 credits**

Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses. Prerequisite(s): Consent of the instructor

Mathematics

MATH 021 - Basic Algebra **3 credits**

This course prepares students for college level mathematics. Topics generally include: basic properties of real numbers, exponents & radicals, rectangular coordinate geometry, solutions to linear and quadratic equations, inequalities, polynomials, and factoring. Students may also be introduced to functions and systems of equations. Note: This is remedial level course and no credit for MATH 021 will be granted for graduation. Prerequisite(s): Course enrollment is determined by Board of Regent placement policy

MATH 092L - College Algebra Laboratory **2 credits**

This course provides supplemental instruction in algebra topics to students co-enrolled in an introductory college algebra course. Topics are sequenced in a manner that supports the needs of the co-requisite college algebra course.

MATH 093 - Algebra for Quantitative Literacy **1-2 credits**

This course provides supplemental instruction in al gebra to students co-enrolled in a quantitative literacy course. Algebraic topics are sequenced in a manner that supports the needs of the co-requisite quantitative literacy course.

MATH 095 - Pre College Algebra **3 credits**

Includes current topics, advanced topics and special topics. This course prepares students for college level mathematics. Topics include basic properties of real numbers, exponents and radicals, rectangular coordinate geometry, solutions to linear and quadratic equations, systems of equations, inequalities, polynomials, factoring, rational expressions and equations, radical expressions and equations, and an introduction to functions such as polynomial, exponential and logarithmic functions. Note: This is remedial level course. No credit for MATH 095 will be granted for graduation.

MATH 101 - Intermediate Algebra **3 credits**

Basic properties of real numbers, linear equations and inequalities, quadratic equations, systems of equations, polynomials and factoring, rational expressions and equations, and radical expressions and equations, and an introduction to functions such as polynomial, exponential and logarithmic functions. Credit for MATH 101 will not be granted to anyone who has previously received credit for MATH 102 or MATH 115. A grade of S or a grade of C or better will be required for progression into MATH 102. Prerequisite(s): Course enrollment is determined by Board of Regent placement policy

MATH 102 - College Algebra **3 credits**

Equations and inequalities; polynomial functions and graphs, exponents, radicals, binomial theorem, zeros of polynomials; systems of equations; exponential, logarithmic, and inverse

functions, applications and graphs. Other topics selected from sequences, series, and complex numbers. Prerequisite(s): MATH 095 or minimum grade of "C" in MATH 101 or determined by Board of Regent placement policy

MATH 103 - Quantitative Literacy **3 credits**
This course is designed to provide the liberal arts student with practical number theory, logical thinking, and mathematical skills to be quantitatively literate. The student will develop critical thinking skills, interpret data, and reason quantitatively to solve authentic problems and increase confidence with mathematics while simultaneously building a cultural appreciation for the relevant and meaningful role that mathematics plays in many areas of life. Students will use information and knowledge from multiple areas to apply mathematics to new situations and dynamic processes. This course does not serve as a prerequisite for courses requiring MATH 102 (College Algebra). Prerequisite(s): Course enrollment is determined by Board of Regent placement policy

MATH 103L - Quantitative Literacy Lab **0 credits**
Laboratory experience for MATH 103. Corequisite(s): MATH 103

MATH 104 - Finite Mathematics **4 credits**
This course includes: linear systems of equations, matrices, linear programming, mathematics of finance, probability, statistics, and other topics. This course cannot be used as the prerequisite for courses requiring MATH 102. Prerequisite(s): Minimum grade of "C" in MATH 101 or determined by Board of Regent placement policy

MATH 115 – Precalculus **5 credits**
A preparatory course for the calculus sequence. Topics include: polynomial, rational, exponential, logarithmic and trigonometric functions and their graphs; systems of equations, inequalities and complex numbers. Prerequisite(s): MATH 102 or determined by Board of Regent placement policy

MATH 120 – Trigonometry **3 credits**
Topics include: trigonometric functions, equations, and identities; inverse trigonometric functions; exponential and logarithmic functions, and applications of these functions. Prerequisite(s): MATH 102 or determined by Board of Regent placement policy

MATH 121 - Survey of Calculus **4 credits**
A survey of calculus including an intuitive approach to limits, continuity, differentiation, and integration with an emphasis on applications of the derivative and the integral as well as topics from multivariable calculus. Prerequisite(s): MATH 102 or determined by Board of Regent placement policy

MATH 123 - Calculus I **4 credits**
The study of limits, continuity, derivatives, applications of the derivative, antiderivatives, the definite and indefinite integral, and the fundamental theorem of calculus. Prerequisite(s): MATH 115 or MATH 120 (concurrent enrollment with MATH 120 allowed) or determined by Board of Regent placement policy

MATH 125 - Calculus II **4 credits**
A continuation of the study of calculus, including the study of sequences, series, polar coordinates, parametric equations, techniques of integration, applications of integration, indeterminate forms, and improper integrals. Prerequisite(s): MATH 123

MATH 201 - Introduction to Discrete Mathematics **3 credits**
An introduction and overview of discrete mathematics. Topics to be selected from other number bases, modular arithmetic, recursion, elementary logic, set theory, matrix operations, linear programming, numerical methods, and discrete probability with computer applications. Prerequisite(s): MATH 102 or MATH 115 or determined by the Board of Regent placement policy

MATH 225 - Calculus III **4 credits**
A continuation of the study of calculus, including an introduction to vectors, vector calculus, partial derivatives, and multiple integrals. Prerequisite(s): MATH 125

MATH 281 - Introduction to Statistics **3 credits**
A study of descriptive statistics including graphs, measures of central tendency and variability and an introduction to probability theory, sampling and techniques of statistical inference with an emphasis on statistical applications. Prerequisite(s): MATH 102 or MATH 115 or MATH 121 or MATH 123

MATH 282 - Mathematics of Games **3 credits**
An introduction to mathematics applied to the understanding of games. Topics to include discrete probability, expectation, counting, and introductory game theory. Corequisite(s): MATH 123

MATH 291 - Independent Study **1-5 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

MATH 292 – Topics **1-5 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

MATH 315 - Linear Algebra **3-4 credits**
Course topics include: the theory and applications of systems of linear equations, matrices, determinants, vector spaces, linear transformations and applications. Prerequisite(s): MATH 225

MATH 316 - Discrete Mathematics **2-3 credits**

Selected topics from Boolean algebra, set theory, logic, functions and relations, difference equations, recurrence relations, application of algorithms, finite graphs, trees, paths and modeling. Prerequisite(s): MATH 201

MATH 318 - Advanced Discrete Mathematics **3 credits**
An introduction to advanced discrete mathematics topics. Content to include topics such as proof techniques, graph theory, coding theory, and cryptology with an emphasis on computer applications. Prerequisite(s): CSC 316 or MATH 316

MATH 321 - Differential Equations **3-4 credits**
Selected topics from ordinary differential equations including development and applications of first order, higher order linear and systems of linear equations, general solutions and solutions to initial-value problems using matrices. Additional topics may include Laplace transforms and power series solutions. Prerequisite(s): MATH 125

MATH 341 - Math Concepts for Teachers I **3 credits**
An introduction to sets, numeration systems, arithmetic operations/algorithms, problem solving, and other topics. This course does not satisfy the mathematics general education requirement nor any mathematics area requirements other than those for a degree in elementary education. Prerequisite(s): MATH 102 or MATH 115 or MATH 120 or MATH 121 or MATH 123 or MATH 125 or MATH 281

MATH 342 - Math Concepts for Teachers II **3 credits**
An introduction to geometry concepts, measurement, problem solving, probability, statistics, and other topics. This course does not satisfy the mathematics general education requirement nor any mathematics area requirements other than those for a degree in elementary education. Prerequisite(s): MATH 102 or MATH 115 or MATH 120 or MATH 121 or MATH 123, or MATH 125 or MATH 281 or MATH 341

MATH 361 - Modern Geometry **3 credits**
In this course topics will be chose from: axiomatic systems, finite geometries, Euclidean plane geometry, transformational geometry, three dimensional geometry, and non-Euclidean geometries. Prerequisite(s): MATH 125

MATH 381 - Introduction to Probability and Statistics **3-4 credits**
Introduction to probability theory, discrete and continuous distributions, sampling distributions and the Central Limit Theorem with general principles for statistical inference and applications of random sampling to hypothesis testing, confidence limits, correlation, and regression. Prerequisite(s): MATH 125

MATH 413 - Abstract Algebra I **3 credits**
Introduction to the theory and applications of algebraic structures including groups, rings, and fields. Prerequisite(s): MATH 315 or MATH 316

MATH 418 - Mathematical Modeling **3 credits**
Creating and using mathematical models for solving real world problems. Prerequisite(s): MATH 125 or MATH 315

MATH 471 - Numerical Analysis I **3 credits**
Analysis of rounding errors, numerical solutions of nonlinear equations, numerical differentiation, numerical integration, interpolation and approximation, numerical methods for solving linear systems. Prerequisite(s): MATH 225

MATH 475 - Operations Research **3 credits**
An introductory overview of the field of operations research including topics from linear programming, simplex methods, network models, nonlinear programming, game theory, Markov Chains, introduction to dynamic programming, queuing theory and simulation. Prerequisite(s): MATH 125 and MATH 281 or MATH 315

MATH 488 – Capstone **1 credit**
A capstone experience of the undergraduate course work. This course will be used for departmental assessment.

MATH 491 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

MATH 492 – Topics **1-6 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

MATH 498 - Undergraduate Research/Scholarship **1-6 credits**
Includes Senior Project, and Capstone Experience. Independent research problems/projects or scholarship activities. The plan of study is negotiated by the faculty member and the student. Contact between the two may be extensive and intensive. Does not include research courses which are theoretical. Prerequisite(s): Consent of the instructor

Middle Level Education

MLED 300 - Survey of Middle Level Education **1 credit**
A survey of the history, goals, rationale, and philosophy of middle level education, with emphasis on how middle level schools best meet the needs of learners in a rapidly changing society. Methods and strategies for effective management, teaming, exploratories, block scheduling, multi- age grouping, and the advisor-advisee program will be examined.

MLED 480 - Middle Level Methods **2-4 credits**
Students develop the ability to design, deliver, and evaluate a variety of instructional strategies and processes that incorporate learning resources, materials, technologies, and state and national curriculum standards appropriate to the developmental characteristics of middle level learners; the ability to assess student learning in middle level; concepts of middle level education; and to apply these knowledge, skills, and attitudes to real life situations and experiences. Prerequisite(s): Admitted to Teacher Education

Applied Music

MUAP 102 - Class Instruction – Voice **1-3 credits**
Group voice lessons for class instruction. Adequate preparation through practice is expected of all students.

MUAP 110 - Applied Music-Keyboard **1-4 credits**
One to two hours credit for private lessons is given for half-hour lesson per week. Music majors studying in the major performance area may elect two half-hour lessons per week for two to four hours of credit. Adequate preparation through practice is expected of all students.

MUAP 115 - Class Instruction-Keyboard **1-2 credits**
One to two semester hours credit for class instruction is given for two one hour class meetings. Adequate preparation through practice is expected of all students.

MUAP 152 - Applied Music **1-2 credits**
Students who would like to learn how to play the piano, organ or learn how to play band instruments or guitar, or improve their singing abilities are encouraged to enroll. Students in elementary education especially find keyboard or guitar instruction useful in teaching after graduation. Instruction will be given at beginning levels or more advanced levels if the student is more advanced. Individual lessons or small classes will be used to develop students' musical talent and abilities. Lessons are arranged individually as they fit personal schedules. (Repeatable for credit) Prerequisite(s): MUAP 102 and/or MUAP 115, Prior Experience or Consent of the instructor

Music Ensemble

MUEN 100 - Concert Choir **0-2 credits**
An ensemble performing accompanied and unaccompanied literature for mixed voices. Membership determined by instructor's permission and audition only.

MUEN 106 - Singer/Songwriter Studio **1-2 credits**
An ensemble performing standard literature for the contemporary singer songwriter. This course is for students interested in learning standard literature as well as the art of song writing. Prerequisite(s): Prior vocal, keyboard and/or guitar skills or consent of instructor.

MUEN 122 - Concert Band **0-1 credits**
A joint enterprise open to university students and interested area musicians. Includes rehearsals and performance of band literature culminating in a public performance.

Music

MUS 100 - Music Appreciation **3 credits**
A non-technical discussion designed to increase the enjoyment and appreciation of music. Fulfills the music requirement in the general education program.

MUS 108 - Basic Musicianship for Audio/Music Industry **3 credits**
A study of music skills necessary for audio and music industry students involving written, aural, and analytical perspectives.

MUS 110 - Basic Music Theory I **2-4 credits**
An integrated study and application of tonality, melody, harmony, texture and form, from music notation through modulation. Includes sight singing, ear training and dictation. Introduction to composition and arranging, i.e. instrument ranges, transposition, tessitura and preliminary score analysis.

MUS 111 - Basic Music Theory II **2-4 credits**
An integrated study and application of tonality, melody, harmony, texture and form, from music notation through modulation. Includes sight singing, ear training and dictation. Introduction to composition and arranging, i.e. instrument ranges, transposition, tessitura and preliminary score analysis Prerequisite(s): MUS 110

MUS 204 - Introduction to American Pop Music **3 credits**
An introduction to the history of popular music in America and the diversity of current styles including classic rock, hard rock, country, jazz, Rhythm and Blues, blues, Latin, rap, reggae, alternative, folk, techno, and others. The emphasis of the course is on listening to music and exploring relationships of popular music to society.

MUS 291 - Independent Study **1-4 credits**
Includes directed study, problems, readings, h directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

MUS 292 – Topics **1-5 credits**
Includes Current Topics, Advanced Topics, and Special Topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student-teacher involvement.

MUS 313 - Form and Analysis **2-3 credits**
Analysis if music in the student's major performance area. The course is normally completed under the direction of the student's major applied teacher.

MUS 353 - K-8 Music Methods **1-3 credits**
Students develop an understanding of tools of inquiry of K-8 music; the ability to design, deliver, and evaluate a variety of instructional strategies and processes that incorporate learning resources, materials, technologies, and state and national curriculum standards

appropriate to K-8 music; the ability to assess student learning in K-8 music; and to apply these knowledge, skills, and attitudes to real life situations and experiences.
Prerequisite(s): Admitted to Teacher Education

MUS 360 – Conducting **2-3 credits**
General conducting focuses on the basic fundamentals of instrumental and choral conducting. The techniques of interpretation, score reading, rehearsal techniques, and the art of developing basic conducting techniques are addressed in the course.
Prerequisite(s): MUS 111

MUS 420 - Orchestration and Arranging **2-3 credits**
A study of instruments alone and in combinations. Orchestration and arranging for instrumental and vocal ensembles. Preparation of parts and participation in the conducting and performing of works scored. Prerequisite(s): MUS 211

MUS 491 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

MUS 492 – Topics **1-5 credits**
Includes Current Topics, Advanced Topics, and Special Topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student-teacher involvement.

Military Science

MSL 101 - Leadership and Personal Development **1 credit**
Make your first peer group at college one committed to performing well and enjoying the experience. Increase self-confidence through team study and activities in basic drill, physical fitness, rappelling, leadership reaction course, first aid, making presentations and basic marksmanship. Learn fundamental concepts of leadership in a profession in both classroom and outdoor laboratory environments.

MSL 102 - Introduction to Tactical Leadership **1 credit**
Learn and apply principles of effective leadership. Reinforce self-confidence through participation in physically and mentally challenging exercise with upper-division ROTC students. Develop communication skills to improve individual performance and group interaction. Relate organizational ethical values to the effectiveness of a leader.

MSL 201 - Innovative Team Leadership **1-2 credits**
Learn/apply ethics-based leadership skills that develop individual abilities and contribute to the building of effective teams of people. Develop skills in oral presentations, writing concisely, planning events, coordination of group efforts, advanced first aid, land

navigation, and basic military tactics. Learn fundamentals of ROTC's leadership assessment program.

MSL 202 - Foundations of Tactical Leadership **1-2 credits**
Introduction to individual and team aspects of military tactics in small unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security and methods of pre-execution checks. Practical exercises with upper-division ROTC students. Learn techniques for training others as an aspect of continued leadership development.

Physical Education

PE 145 - Introduction to Exercise Science / Physical Education **1 credit**
The focus of the course will include familiarizing students with campus resources and to facilitate their engagement in the university experience. Through group discussions with a faculty mentor, students will develop critical thinking and social interaction skills to prepare them for the academic environment. Students will become active participants in the university community. Course content will include access to university resources, college policies, the academic advisor, student support services and university academic requirements.

PE 170 - Fundamental Movement **1 credit**
Defining, analyzing, and evaluating fundamental locomotor, non-locomotor (axial), and manipulative skills progressions in skill development.

PE 180 - Foundations of HPER **2 credits**
A survey of the historical background, sociological implications, and philosophical basis and professional opportunities of HPER/A professions. This course includes a review of the modern principles and related concepts which are applicable to physical activity.

PE 181 - Fundamentals of Elementary PE **2 credits**
This course introduces scientific and pedagogical concepts underlying effective physical education teaching practices. Appropriate teaching sequence, progression, and technique will be taught with emphasis on lesson design and implementation.

PE 200 - Professional Preparation: Fitness **1 credit**
Knowledge and skills necessary to enable students to lead, analyze, and prescribe improvements for skills and activities which are part of lifetime fitness development.

PE 201 - Professional Preparation: Gymnastics **1 credit**
Knowledge and skills necessary to enable students to lead, analyze, and prescribe improvements for skills and activities which are part of lifetime fitness development.

PE 202 - Professional Preparation: Individual and Dual Activities **1-2 credits**
Knowledge and skill necessary to enable students to lead, analyze and prescribe movement skills and activities involved in participating in individual and dual sport and

game activities. Focus will be on activities appropriate for school settings, leading to personal skill development.

PE 203 - Professional Preparation: Team Activities **1 credit**
Knowledge and skills necessary to enable students to lead, analyze, and prescribe improvements for skills and activities associated with participating in team sports and game activities. Focus will be placed on activities appropriate for school settings, leading to person skill development.

PE 204 - Professional Preparation: Rhythm & Dance **1 credit**
Knowledge and skills necessary to enable students to lead, analyze, and prescribe improvements for skills and activities associated with participating in rhythm and lifetime dance activities. Focus will be placed on activities appropriate for school settings which contribute to personal development.

PE 207 - Professional Preparation: Strength Training **1 credit**
Knowledge and skills necessary to enable students to lead, analyze, and prescribe recreation activities appropriate for school settings which contribute to personal development.

PE 208 - Professional Preparation: Camping Activities **1 credit**
Knowledge and skills necessary to enable students to lead, analyze, and prescribe outdoor education activities appropriate for school settings which contribute to personal development.

PE 252 - Fundamentals of Motor Learning and Development **2-3 credits**
Course content deals with characteristic motor development patterns in children with concentration on fundamental locomotor, non-locomotor, and manipulative skills and perceptual-motor development and practical applications of research and knowledge to physical education classroom teaching.

PE 291 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

PE 292 – Topics **1-4 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

PE 321 - Water Safety Instructor **1-2 credits**
Method of instruction and evaluation of water safety techniques. Successful students may earn American Red Cross water safety instructor certification.

PE 322 - Lifeguard Instructor **1 credit**
Certification as a lifeguard instructor will qualify an individual to teach basic water safety, emergency water safety and the lifeguard training course.

PE 341 - Curriculum Development and Evaluation **2-3 credits**
Philosophy, theory, and application of current curriculum foundations in K-12 physical education, including curriculum theory, organization, design, and assessment. Prerequisite(s): PE 180

PE 350 - Exercise Physiology **2-3 credits**
Study of physiological responses and adaptations to exercise related to human performance limitations, training effects, and health-related benefits. Prerequisite(s): BIOL 323 or BIOL 221

PE 350L - Exercise Physiology Lab **1 credit**
Laboratory experience that accompanies PE 350. Corequisite(s): PE 350

PE 352 - Adapted Physical Education **2-3 credits**
Students are exposed to those impairments addressed in idea as they relate to physical education. Assessments, IEP development, and other elements necessary to successful inclusion are addressed. In addition, physical activities for special populations outside the school setting are also addressed.

PE 353 – Kinesiology **2-3 credits**
An understanding of human performance as it is affected by anatomical or mechanical factors. Prerequisite(s): BIOL 323 or BIOL 221

PE 354 - Prevention and Care of Athletic Injuries **2-3 credits**
Course teaches general and emergency treatment of athletic injuries, competitive or noncompetitive. Emphasis is placed on practical preventive and rehabilitative exercises and taping/bandaging/wrapping. Prerequisite(s): Sophomore class standing

PE 360 - K-8 Physical Education Methods **1-2 credits**
Needs, characteristics, capacities of elementary-aged children (grades K-8); curriculum planning; methods and materials essential to program progression for developmentally appropriate activity in basic skills, games, rhythms, dance, and fitness activities; integrating movement activity on a school-wide basis as part of program efforts to enhance overall student wellness and academic readiness. Prerequisite(s): Admitted to teacher education

PE 363 - Skills Concepts **3 credits**
Activity Placement Test required. The development of a basic understanding of selected activity skills and the knowledge necessary for performance error detection and correction are taught. Prerequisite(s): PE 180 and PE 181

PE 376 - Technology Integration in Physical Education **3 credits**
Software packages and applications in physical education will be researched. Prerequisite(s): CSC 105

PE 400 - Exercise Test and Prescription **3 credits**
This course is designed to provide the student with the knowledge, skills, and abilities to assess different areas of physical fitness and prescribe individual exercise programs based on these objective measures. Prerequisite(s): PE 350 or EXS 350

PE 440 - Organization and Administration of HPEA **2-3 credits**
Administrative policies and procedures of physical education and athletes, including intramural and interscholastic activity and athletics. Consideration is given to programming, leadership, budget, facilities, public relations, and related matters.

PE 451 - Tests and Measurements **2 credits**
This course will include use of various tests and instruments used for measuring progress in physical education and how statistical concepts apply to testing in physical education. Development of the knowledge and ability to utilize both formative and summative assessments for psychomotor, cognitive, and affective domains. Additionally, techniques to evaluate one's own teaching performance and make adjustments to enhance subsequent teaching and program effectiveness. Prerequisite(s): MATH 102 or MATH 115 or MATH 120 or MATH 121 or MATH 123 or MATH 125 or MATH 281

PE 452 - Motor Learning and Development **3 credits**
The application of principles of learning in the psychomotor domain. Included will be a review of the physiological basis of skill behavior, state of the performer, and didactic strategies in motor learning and skill performance.

PE 453 - Sport Psychology **2-3 credits**
This course examines the effects of psychological factors, such as personality, motivation, group dynamics, psychomotor activity, and other psychological aspects of sports on participation and performance, as well as examining the effects of participation on the psychological make-up of the individual.

PE 454 – Biomechanics **2-3 credits**
This course emphasizes the mechanical principles of human movement (including muscular and skeletal principles) during physical education, wellness, and sport. Prerequisite(s): BIOL 323 or BIOL 221 and PE 353 or EXS 353

PE 469 - Coaching Baseball/Softball **1-2 credits**
Course studies the theory and practice of individual skill fundamentals, team strategies, organization, and management principles. The students conduct an intensive analysis of game strategies and will execute playing skills.

PE 470 - Coaching Basketball **1-2 credits**
Fundamental techniques and strategies with emphasis on offensive and defensive skills, developing and using player personnel for basketball.

PE 471 - Coaching Football **1-2 credits**
Fundamental techniques and strategies with emphasis on offensive and defensive skills, developing and using player personnel for football.

PE 473 - Coaching Track & Field/Cross Country **1-2 credits**
Study of the techniques of teaching fundamentals of track and field/cross country skills, scientific training methods, rules, and event techniques.

PE 474 - Coaching Wrestling **1-2 credits**
The teaching of fundamental skills in competitive wrestling. Skills, fundamentals, and basic moves will be discussed and demonstrated with class participation. Strategy for individual wrestler on the mat and for team situations will be included.

PE 475 - Coaching Volleyball **1-2 credits**
Fundamental techniques and strategy with emphasis on offensive and defensive skills, developing and using player personnel for volleyball.

PE 491 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

PE 495 – Practicum **1-4 credits**
Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses. Prerequisite(s): Consent of the instructor

Philosophy

PHIL 100 - Introduction to Philosophy **3 credits**
Introduces competing philosophical views of reality, perception, learning, and values, emphasizing their relevance to the contemporary world.

PHIL 200 - Introduction to Logic **3 credits**
Introduces the formal study of argumentation, including forms of logic, inductive and deductive reasoning, proofs, refutations, and fallacies.

PHIL 291 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meeting depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

PHIL 491 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the

details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

Physical Science

PHSI 492 – Topics **1-4 credits**
Includes Current Topics, Advanced Topics, and Special Topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student-teacher involvement.

PHSI 498 - Undergraduate Research/Scholarship **1-6 credits**
Includes Senior Project, and Capstone Experience. Independent research problems/projects or scholarship activities. The plan of study is negotiated by the faculty member and the student. Contact between the two may be extensive and intensive. Does not include research courses which are theoretical. Prerequisite(s): 15 credits from the following subjects: BIOL, CHEM, CIS, CSC, PHSI and PHYS, Junior Class Standing and Consent of the instructor

Physics

PHYS 111 - Introduction to Physics I **4 credits**
This is the first course in a two semester algebra-level sequence, covering fundamental concepts of physics. The sequence is appropriate for pre-professional majors requiring two semesters of physics. Topics include classical mechanics, thermodynamics, and waves. Prerequisite(s): MATH 102 or MATH 115 or MATH 120 or MATH 121 or MATH 123 or MATH 125 or MATH 281 Corequisite(s): PHYS 111L

PHYS 111L - Introduction to Physics I Laboratory **0 credits**
This laboratory accompanies PHYS 111. Corequisite(s): PHYS 111

PHYS 113 - Introduction to Physics II **4 credits**
This course is the second course in a two semester algebra-level sequence, covering fundamental concepts of physics. Topics include electricity and magnetism, sound, light, optics, and some modern physics concepts. Prerequisite(s): PHYS 111 Corequisite(s): PHYS 113L

PHYS 113L - Introduction to Physics II Laboratory **0 credits**
This laboratory accompanies PHYS 113. Corequisite(s): PHYS 113

PHYS 211 - University Physics I **4 credits**
This is the first course in a two semester calculus-level sequence, covering fundamental concepts of physics. This is the preferred sequence for students majoring in physical science or engineering. Topics include classical mechanics and thermodynamics. Prerequisite(s): MATH 123 or MATH 125 Corequisite(s): PHYS 211L

PHYS 211L - University Physics I Laboratory **0 credits**
This laboratory accompanies PHYS 211. Corequisite(s): PHYS 211

PHYS 213 - University Physics II **4 credits**
This course is the second course in a two semester calculus-level sequence, covering fundamental concepts of physics. This is the preferred sequence for students majoring in physical science or engineering. Topics include electricity and magnetism, sound, light, and optics. Prerequisite(s): PHYS 211 Corequisite(s): PHYS 213L

PHYS 213L - University Physics II Laboratory **0 credits**
This laboratory accompanies PHYS 213. Corequisite(s): PHYS 213

PHYS 291 - Independent Study **1-3 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

PHYS 292 – Topics **1-3 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

PHYS 331 - Introduction to Modern Physics **3 credits**
This course concentrates on observations and theories of the 20th Century that carried the physicists' world-view beyond the classical. Prerequisite(s): PHYS 113 or PHYS 213

PHYS 341 – Thermodynamics **2-3 credits**
This course is an intermediate level thermodynamics course dealing with systems from a macroscopic perspective. Topics include the first and second laws of thermodynamics, phase diagrams, and equilibria. Prerequisite(s): PHYS 213 and MATH 225

PHYS 343 - Statistical Physics **2-4 credits**
This course provides a systematic introduction to the use of statistical principles applied to the study of thermodynamic systems. Prerequisite(s): MATH 321, PHYS 331 and PHYS 341

PHYS 361 – Optics **3-4 credits**
This is an intermediate level study of geometrical and physical optics. Topics include analysis of refraction phenomena, thick lenses, wave nature of light, interference, diffraction, and polarization. Prerequisite(s): MATH 225 and PHYS 113 or PHYS 213

PHYS 421 – Electromagnetism **4 credits**
This is a course in the principles of electricity and magnetism, with applications to dielectric and magnetic materials. Topics include the development of Maxwell's equations, and applications. Prerequisite(s): MATH 321 and PHYS 213

PHYS 424 - Digital Electronics **3-4 credits**
This course covers electronic components, digital circuits and their application to interfacing computers with the outside world. Prerequisite(s): PHYS 213 and Consent of the instructor

PHYS 439 - Solid State Physics **3-4 credits**
This course looks at solid materials from a microscopic level. Topics include basic crystal structure; mechanical and thermal properties; and electronic processes with reference to electrical properties of metals, semiconductors, and insulators. Prerequisite(s): MATH 321

PHYS 451 - Classical Mechanics **4 credits**
This is a systematic introduction to classical mechanics emphasizing motion in three dimensions. Topics include central forces, harmonic oscillations, non-inertial reference frames, rigid body motion, and Lagrangian and Hamiltonian Mechanics. Corequisite(s): PHYS 451L

PHYS 451L - Classical Mechanics Lab **0 credits**
This laboratory accompanies PHYS 451. Corequisite(s): PHYS 451

PHYS 471 - Quantum Mechanics **3-4 credits**
This is a systematic introduction to quantum mechanics, emphasizing the Schrodinger equation. Topics include simple soluble problems, the hydrogen atom, approximation methods and other aspects of quantum theory. Prerequisite(s): MATH 321 and PHYS 331

PHYS 491 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

PHYS 492 – Topics **1-4 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

PHYS 498 - Undergraduate Research/Scholarship **1-12 credits**
Includes Senior Project, and Capstone Experience. Independent research problems/projects or scholarship activities. The plan of study is negotiated by the faculty member and the student. Contact between the two may be extensive and intensive. Does not include research courses which are theoretical. Prerequisite(s): Consent of the instructor

Political Science

POLS 100 - American Government **3 credits**

A study of the basic principles of the American system of government with emphasis on problems relating to governmental structure and policies.

POLS 210 - State and Local Government **3 credits**
An analysis of the legal status, powers and functions, intergovernmental relations and political problems of state and local governments.

POLS 291 - Independent Study **1-3 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

POLS 435 - Political Parties and Campaigns **3 credits**
United States political parties; functions, organization, techniques and significance of parties; varieties of state and local systems; and behavior of the electorate and interest groups.

POLS 491 - Independent Study **1-3 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

Psychology

PSYC 101 - General Psychology **3 credits**
This course is an introduction survey of the field of psychology with consideration of the biological bases of behavior, sensory and perceptual processes, learning and memory, human growth and development, social behavior and normal and abnormal behavior.

PSYC 451 - Psychology of Abnormal Behavior **3 credits**
This course is a comprehensive survey of abnormal personality and behavior. It includes an examination of the origins, symptoms and treatment of psychological disorders. Prerequisite(s): PSYC 101

Reading

READ 041 - Reading for College Success **3 credits**
This course provides students with reading strategies necessary for making the transition to collegiate level reading. The course will present students with multiple strategies to promote comprehension skills, develop vocabulary and enhance metacognition to become strategic readers. This course is recommended for students with an ACT score in Reading of 17 or below (or a comparable COMPASS score). Prerequisite(s): Course enrollment is determined by Board of Regent placement policy

Respiratory Care

RESP 105 - Respiratory Care Physical Science **3 credits**
This course will introduce the beginning respiratory care student to gas laws, mechanics of ventilation, pressures and fluid movements, statistics, microbiology, respiratory medications, CPR, and respiratory modalities.

RESP 110 - Introduction to Respiratory Care **6 credits**
Introduces respiratory care students to the profession in the clinical laboratory setting. Students will apply methods and principles from the clinical areas through small group projects and discussion under faculty supervision. Corequisite(s): RESP 150

RESP 150 - Clinical Experience I **6 credits**
An introduction to patient care in the clinical setting and the application of basic respiratory therapeutics. Corequisite(s): RESP 110

RESP 180 - Pathophysiology for Respiratory Care **3 credits**
An introduction, in the clinical laboratory setting, to the skills necessary to assess patient. Respiratory status, etiology and symptomatology of respiratory disease through linkage of patients and their disease processes observed in the clinical areas, where students discuss and apply the methods and principles. Prerequisite(s): RESP 110 Corequisite(s): RESP 210 and RESP 250

RESP 210 - Respiratory Critical Care **5 credits**
Advanced respiratory care procedures in the clinical laboratory setting. Includes mechanical ventilation and critical care of the adult and neonatal patient. Prerequisite(s): RESP 110

RESP 250 - Clinical Experience II **5 credits**
An application of more advanced procedures of patient care in the clinical setting and introduction to the critical care areas of the hospitals. Prerequisite(s): RESP 150

RESP 291 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

RESP 292 – Topics **1-4 credits**
Includes Current Topics, Advanced Topics, and Special Topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student-teacher involvement.

RESP 310 - Advanced Respiratory Care **4 credits**
Advanced study of cardiopulmonary physiology in the clinical laboratory setting. Applies methods and principles learned in the clinical areas through projects and discussions

under faculty supervision. Prerequisite(s): RESP 210 Corequisite(s): RESP 350 and RESP 355

RESP 341 – Pharmacology **3 credits**
A clinical approach to the principles of pharmacology and therapeutics with emphasis on drugs affecting the respiratory system. Students' ability to care for cardiopulmonary disease patients is enhanced through linkages established between small group projects and clinical experiences. State-of-the-art medical knowledge is explored and expanded through projects, research, and clinical application. Prerequisite(s): RESP 310

RESP 350 - Clinical Experience III **5 credits**
Advanced application of respiratory care in all areas with emphasis in advanced pulmonary diagnostics and critical care. Prerequisite(s): RESP 250 Corequisite(s): RESP 310 and RESP 355

RESP 355 - Respiratory Care in Clinical Medicine **3 credits**
Critical study of all areas of medical specialty with emphasis on pediatrics and neonatology encouraging relevancies to the clinical areas. Methods and principles are applied through small group projects under the supervision of the faculty member. Prerequisite(s): RESP 210 Corequisite(s): RESP 310 and RESP 350

RESP 381 - Respiratory Care Management **1 credit**
This course prepares the student to assume a management position. Topics include resume, management and budget projects. Computerized word processing, spreadsheet and database management are utilized. Corequisite(s): RESP 310

RESP 395 – Practicum **2 credits**
Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses. Prerequisite(s): RESP 150 and Consent of the instructor

RESP 440 - Ethics for Health Professionals **3 credits**
A study of ethical topics commonly encountered in the hospital and other health care settings. Topics will include interaction with ill persons and family members, ethical and moral considerations of case scenarios, patient care based on age, communication skills, death and dying, stress, ethical principles, medical legalities, and resource allocation. Prerequisite(s): RESP 310 and RESP 350

RESP 460 - Current Issues in Respiratory Care **3 credits**
Students engage in an in-depth project on current issues, apply principles from clinical areas, critique literature, and write and present a formal paper. Prerequisite(s): RESP 310 and RESP 350

RESP 475 - Clinical Experience IV **5 credits**
Specialty clinical rotations in all areas of the hospital with advanced application of respiratory care procedures. Prerequisite(s): RESP 350

RESP 489 - Program Tracking **0 credits**
This course is used to track students who are in the Respiratory Care program, who are not currently taking a course from DSU.

RESP 491 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

RESP 492 – Topics **1-4 credits**
Includes Current Topics, Advanced Topics, and Special Topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student-teacher involvement.

RESP 495 – Practicum **1 credit**
Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses. Prerequisite(s): RESP 381

Science Education

SCED 493 - Science Education Workshop **1-3 credits**
Special, intense sessions in specific topic areas. Approximately 45 hours of work is required for each hour of credit. Workshops may vary in time range but typically use a compressed time period for delivery. They may include lectures, conferences, committee work, and group activity.

Science Technologies

SCTC 303 - Introduction to Biological Instrumentation **3 credits**
An introduction to the methodologies and use of modern instrumentation employed in biological research. Students will gain general knowledge of the theory/application of instrumental methods, practical experience in instrument operation/data interpretation and use of instruments to make measurements to solve problems. Prerequisite(s): BIOL 151 and CSC 105

SCTC 345 - Introduction to Bioinformatics **3 credits**
An introduction to bioinformatics through the use of existing software programs that are available on the internet to examine bioinformatics questions of interest to biologists. Prerequisite(s): BIOL 151

SCTC 381 - Forensic Probability and Statistics **3 credits**
As appropriate for forensic study, introduction to probability theory, discrete and continuous distributions, sampling distributions and the Central Limit Theorem with general

principles for statistical inference and applications of random sampling to hypothesis testing, confidence limits, correlation, and regression. Prerequisite(s): MATH 125

SCTC 460 - Medical Biochemistry for Forensics **3 credits**
Medical and forensic applications, study of bimolecules, metabolism, and transmission of genetic information. The structures, properties and biochemical functions of mono- and polysaccharides, lipids, amino acids, proteins and nucleic acids are introduced. Metabolic pathways and cycles for the catabolism and anabolism of sugar, triglycerides, steroids, amino acids, proteins, and polynucleotides are detailed. Energetics, and potential fates of chemical intermediates, and information storage and transmission are studied. Prerequisite(s): CHEM 326

SCTC 491 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

SCTC 492 – Topics **1-4 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

SCTC 494 – Internship **1-2 credits**
Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor for these courses than is the case with field experience.

Secondary Education

SEED 291 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

SEED 295 – Practicum **1 credit**
Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and/or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses.

SEED 302 - Secondary/Middle Content Area: Major **2-3 credits**
Content methods; assessment/evaluation procedures, curriculum issues; lesson planning; grouping, organizing and managing the classroom; communication and consultation techniques; middle school concepts; and use of state and national curriculum standards. Includes a Level III Field Experience. Prerequisite(s): Admitted to Teacher Education

SEED 303 - Secondary/Middle Content Area: Minor **1 credit**
Complements SEED 302 by focusing on minor content methods; assessment/evaluation procedures; curriculum issues; lesson planning; grouping; organizing and managing the classroom; communication and consultation techniques; middle school concepts; and use of state and national curriculum standards. Prerequisite(s): Admitted to Teacher Education

SEED 401 – Methods of Educational Technology **1 credit**
Methods of teaching educational technology including the integration of technology to support teaching and learning in K-12 classrooms. Prerequisite(s): Admitted to Teacher Education

SEED 420 - 5-12 Teaching Methods **2 credits**
Includes current topics, advanced topics and special topics. This course is designed to provide general teaching methods and strategies for effective middle level and secondary education to prepare professionals for the 21st century who are caring, competent and confident. It prepares prospective teachers to plan and develop instruction respecting learner differences as well as preparing appropriate methods for assessing student achievement. The nature of this course creates opportunities for prospective teachers to individualize the course content and learning activities to be responsive to the different education majors. The learning projects are built around the integration of technology, media, other instructional aids, and various resources relevant to the uniqueness of each content major.

SEED 440 - Classroom Management **1-3 credits**
To explore the principles and problems of effective classroom discipline. Prerequisite: Admission to Teacher Education. Prerequisite(s): Admitted to Teacher Education

SEED 450 - Reading and Content Literacy **1-3 credits**
This course explores methods for teaching middle and high school students to read, write, think, and learn in ways that allow them to master the subject matter and meaningfully apply their understanding. Participants learn to plan lessons that teach content and nurture greater literacy. Pre-, during-, and post-reading strategies and writing strategies are explored, along with assessment methods that give students a continual view of their literacy progress and achievement. Classroom adaptations for culturally and linguistically diverse populations in the content areas are also addressed. Prerequisite(s): Admitted to Teacher Education

SEED 464 - Linguistics/Language P-12 **3 credits**
This course will introduce the key components of language including phonology, phonetics, morphology, syntax and semantics and develop a basic understanding of language acquisition for P-12 students learning English as a new language.

SEED 488 - 7-12 Student Teaching **2-16 credits**
Students preparing for teaching in the secondary school will observe, participate, and teach under the supervision of the regular classroom teacher in an approved middle or secondary school. An additional fee applies to this course. Prerequisite(s): Admitted to Teacher Education

SEED 491 - Independent Study **1-9 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

SEED 492 – Topics **1-5 credits**
Includes Current Topics, Advanced Topics, and Special Topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student-teacher involvement.

SEED 495 – Practicum **1 credit**
Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses. Prerequisite(s): Consent of the instructor

Sociology

SOC 100 - Introduction to Sociology **3 credits**
Comprehensive study of society, with analysis of group life, and other forces shaping human behavior.

SOC 150 - Social Problems **3 credits**
A study of present day problems in contemporary societies, such as racism, sexism, ageism, alcoholism, drug addiction, physical and mental health, war and environmental issues - their significance and current policies and action.

SOC 240 - The Sociology of Rural America **3 credits**
Focus on rural society, rural communities, population composition and trends, social processes, social participation in rural organizations and agencies; American agriculture in a global context; and changing relationship between country and city in contemporary society.

SOC 285 - Society and Technology **3 credits**
Exploring a variety of domestic and global topics relating to technology, society, and culture. Prerequisite(s): CSC 105

SOC 291 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

SOC 292 – Topics **1-4 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

SOC 382 - The Family **3 credits**
Focus is on the development and maintenance of the family as a social institution with emphasis on comparative family systems and the contemporary American family from the standpoint of social class, ethnic background and family crises. Prerequisite(s): SOC 100 or SOC 150

SOC 483 - Sociology of Gender Roles **3 credits**
Female and male roles in relation to one another in a changing world are foci of this course. The nature of gender roles, their origin and maintenance, institutional features, and their variations over time and across cultures are examined. Prerequisite(s): SOC 100 or SOC 150

SOC 491 - Independent Study **1-3 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

SOC 492 – Topics **1-3 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

SOC 498 - Undergraduate Research/Scholarship **3 credits**
Includes senior project, and capstone experience. Independent research problems/projects or scholarship activities. The plan of study is negotiated by the faculty member and the student. Contact between the two may be extensive and intensive. Does not include research courses which are theoretical. Prerequisite(s): Consent of the instructor

Spanish

SPAN 101 - Introductory Spanish I **4 credits**
Introduces the fundamental elements of Spanish sentence structure and vocabulary. Promotes speaking, listening and writing within a cultural context. Class work may be supplemented with required aural/oral practice outside of class.

SPAN 102 - Introductory Spanish II **4 credits**
Introduces the fundamental elements of Spanish sentence structure and vocabulary. Promotes speaking, listening, and writing within a cultural context. Class work may be supplemented with required aural/oral practice outside of class. Prerequisite(s): SPAN 101

SPAN 201 - Intermediate Spanish I **3 credits**
Students use previously learned elements of fundamental Spanish to improve speaking, reading, writing, and listening skills. Authentic materials promote the understanding of Hispanic culture. Prerequisite(s): SPAN 102

SPAN 202 - Intermediate Spanish II **3 credits**
Continuation of SPAN 201 with more emphasis on using grammar structures in an interactive way. Further study of the Hispanic world. Prerequisite(s): SPAN 201

SPAN 291 - Independent Study **1-4 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic.

SPAN 292 – Topics **1-4 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement. Prerequisite(s): Consent of the instructor

SPAN 311 - Integrated Writing Conversation and Grammar I **2-3 credits**
Part of a 2-course sequence of SPAN 311/SPAN 312. May be taken out of order. Content based on grammar, conversation, composition, and translation. Prerequisite(s): SPAN 202

SPAN 312 - Integrated Writing Conversation and Grammar II **2-3 credits**
Part of a 2-course sequence of SPAN 311/SPAN 312. May be taken out of order. Content based on grammar, conversation, composition, and translation. Prerequisite(s): SPAN 202

SPAN 391 - Independent Study **1-3 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

SPAN 491 - Independent Study **1-6 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

SPAN 492 – Topics **1-3 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Speech Communication

SPCM 101 - Fundamentals of Speech **3 credits**
Introduces the study of speech fundamentals and critical thinking through frequent public speaking practice, including setting, purpose, audience, and subject.

SPCM 201 - Interpersonal Communication **3 credits**
Studies modes of interpersonal communication through readings, and experiential discussions of the role of interpersonal communications in common situations within our society.

SPCM 215 - Public Speaking **3 credits**
Sharpens student's skills in platform speaking events, covering the preparation for and delivery of competitive speaking formats including oral interpretation, persuasive, expository, impromptu, extemporaneous, and after dinner speaking.

SPCM 222 - Argumentation and Debate **3 credits**
Explores argument as a communication activity, construction sound arguments in a variety of venues and analyzing the contribution of argument to public dialogue on contemporary issues.

SPCM 225 - Symbolic, Strategic Communication **3 credits**
In this course students will explore and learn the power of metaphor, narrative, identification, symbolic convergence, and constructivism on the sharing of meaning through technology. Prerequisite(s): SPCM 101 or SPCM 215 or SPCM 222

SPCM 281 - Speech and Debate Activities **1-4 credits**
Initiates active participation in competitive public speaking, including debate, oral interpretation, and non-competitive public performances.

SPCM 291 - Independent Study **1-3 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

SPCM 292 – Topics **1-4 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

SPCM 340 - Oral Interpretation of Literature **3 credits**
Examines the theory and practice of the performance of texts, the artistic, aesthetic, and carefully considered sharing of our personal understanding of literary selection, involving analysis, planning, rehearsing, and effective sharing of meaning with an audience.

SPCM 410 - Organizational Communication **3 credits**
Explores communication processes in organizational contexts, theories of leadership, decision making and conflict, the application of principles that facilitate communication in organizations, and other selected topics.

SPCM 481 - Speech and Debate Activities **1-3 credits**
Active participation in competitive public speaking, including debate, oral interpretation, and non-competitive public performances.

SPCM 491 - Independent Study **1-3 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

SPCM 492 – Topics **1-5 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

SPCM 498 - Undergraduate Research/Scholarship **1-4 credits**
Includes senior project and capstone experience. Independent research problems/projects or scholarship activities. The plan of study is negotiated by the faculty member and the

student. Contact between the two may be extensive and intensive. Does not include research courses which are theoretical. Prerequisite(s): Consent of the instructor

Special Education

SPED 100 - Introduction to Persons with Exceptionalities 2-3 credits
A survey of the various exceptionalities and implications of education; the history and philosophy of special education; and state and federal legislation affecting special education.

SPED 291 - Independent Study 1-4 credits
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

SPED 292 – Topics 1-3 credits
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

SPED 410 - Behavior Management of Exceptional Children 3 credits
This course covers the development and implementation of positive behavior management including interventions, strategies, and supports as appropriate for individual students with disabilities. Prerequisite(s): Admitted to Teacher Education

SPED 413 - Serving Students with MR, DD, and Severe Disabilities 3 credits
This course is the study of instructional strategies, materials and equipment specific to the instruction of students with mental retardation, developmental disabilities, and severe disabilities. Prerequisite(s): Admitted to Teacher Education

SPED 417 - Vocational-Transitional Programming 2-3 credits
This course presents knowledge and skills regarding vocational and transition planning and programming, including an overview of internal and community resources such as rehabilitation services and interagency services. Prerequisite(s): SPED 100

SPED 420 - K-12 Curriculum and Instructional Strategies 3 credits
Curriculum and individual education program development for special class teachers including strategies and materials at the K-12 level. Prerequisite(s): Admitted to Teacher Education

SPED 431 - Identification and Assessment in Special Education 2-3 credits
The course covers the development, selection, administration and interpretation of assessment instruments and strategies used to determine whether students have a disability and require special education or related services and to evaluate their level of

performance to develop and monitor progress on individual education programs. Prerequisite(s): Admitted to Teacher Education

SPED 441 - Inclusive Methods for Diverse Learners **1-2 credits**
This course addresses roles and responsibilities of special and general educators as they instruct individuals from diverse cultural and linguistic backgrounds. The major focus of the course is to identify research-based practices, such as collaboration, differentiation, and Response to Intervention (RTI) practices, which are designed to promote achievement of diverse students in contemporary classrooms. Prerequisite(s): Admitted to Teacher Education

SPED 442 - Serving Students with Learning Disabilities **2 credits**
Examination of how children evidencing a learning disability or mild mental retardation can have their academic, social/emotional needs met in inclusive settings and/or the more traditional special education setting. Prerequisite(s): Admitted to Teacher Education Corequisite(s): SPED 443

SPED 443 - Serving Students with Learning Disabilities Practicum **1 credit**
This field experience is to provide students with the opportunity to become familiar with the special education setting and practice the instructional and behavioral adaptations, modifications, and strategies taught in special education coursework. During the field experience students will demonstrate their ability to make data-based decisions, create and teach lessons linked to assessment, and manage student behavior. Corequisite(s): SPED 442

SPED 454 - Literacy: Data Based Reflective Teaching **2-3 credits**
Emphasis is on combining theory to practice in using data in the areas of reading, writing, phonemic/vocabulary to support teaching strategies and assessment. Requires admission to Teacher Education program. Prerequisite(s): ELED 440, ELED 450, LIBM 205 and Admitted to Teacher Education

SPED 460 - Family Systems and Professional Collaboration **2-3 credits**
This course covers the collaboration and communication skills necessary to work within family systems and the use of resources and services supporting birth through lifespan services, multidisciplinary team functioning, and the placement committee processes. Prerequisite(s): Admitted to Teacher Education

SPED 465 - Computer Applications Special Education **3 credits**
ISTE Foundation Standards will be studied for the implementation and management of computers in the special education setting. A functional curriculum framework for designing computer learning activities and experiences appropriate for children and adolescents with learning problems will be developed. Other points of emphasis will be computer adaptive equipment, multicultural concerns, and developing critical thinking skills with the use of the computer. Includes a Level II field experience. Prerequisite(s): SPED 100 and CSC 105 or HON 105 or HON 111 or HON 112 or HON 116 and Admitted to Teacher Education

SPED 488 - Student Teaching in Special Education **1-16 credits**
Supervised placement in a special education classroom. Students assume full responsibility for planning, instruction, evaluation, and classroom management during their experience. An additional fee applies to this course. Prerequisite(s): Admitted to Teacher Education

SPED 491 - Independent Study **1-3 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

SPED 492 – Topics **1-4 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

SPED 495 – Practicum **1-3 credits**
Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses. Prerequisite(s): Consent of the instructor

Theatre

THEA 100 - Introduction to Theatre 3 credits
Introductory course designed to enhance the student's enjoyment and understanding of the theatrical experience. Play readings, films, and demonstrations acquaint the students with the history and techniques of the theatrical art.

THEA 131 - Introduction to Acting **3 credits**
Designed for the non-major interested in exploring acting as a means of improving communication skills and self -expression. Includes specific process for role development, text analysis, and opportunities to practice the craft and art of acting.

THEA 200 - Theatre History **3 credits**
A study of theatre history as it relates to social, political, and cultural history from the Ancient Greek period up to and including contemporary performance styles and genres.

THEA 201 - Film Appreciation **3 credits**
This course explores the art of film and its impact on society. The student explores American and International cultures through the study of their films, filmmaking, and critical analysis.

THEA 241 – Stagecraft **3 credits**
Theory and practical experience in theatre production. Lab work on two major theatre productions.

THEA 272 - Drama Activities **0-1 credits**
Active participation in the theatre program. One hour per semester may be earned.

THEA 291 - Independent Study **1-3 credits**
Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

THEA 292 – Topics **1-4 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

THEA 351 – Directing **3 credits**
Introduction to the techniques and concerns of the stage director, including composition, movement, and tempo-rhythm. Script analysis and scene presentation form the core of the course.

THEA 355 - Children's Theatre **3 credits**
Children's theatre is an art form. Students become proficient in organization, design, and presentation of a children's theatre program.

THEA 392 – Topics **3 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

THEA 395 – Practicum **3 credits**
Applied, monitored and supervised, field based learning experience for which the student may or may not be paid. Students gain practical experience. They follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience. Prerequisite(s): Consent of the instructor

THEA 441 - Scene Design
3 credits
Principles and practices of scenic design, including the scenic image, movement patterns, color, form, and rendering techniques.

THEA 491 - Independent Study **1-6 credits**

Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

THEA 492 – Topics **1-5 credits**

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Wellness

WEL 100 - Wellness for Life **1 credit**

This course introduces the importance and holistic nature of the six dimensions of personal wellness and fitness. The course will provide the necessary knowledge and skills to make informed decisions which will lead to the development of a healthy lifestyle. Various issues related to the dimensions of wellness will be discussed. Students will have the opportunity to assess their current health status and identify potential risk factors.

WEL 100L - Wellness Lab **1 credit**

This laboratory experience applies wellness concepts taught in WEL 100 lecture. Students will gain a level of understanding about one's personal fitness level as well as learn a variety of skills to enhance personal wellness.

Service and Facilities

Alumni Office

The Alumni Office is located in the Alumni and Foundation Building on the corner of Washington and 2nd Street. The Alumni Office takes an active role in maintaining communication with alums in various ways including the University Magazine, various online services and an active alumni social network. It also promotes reunions, and designs and implements recognition programs. One of the most important responsibilities of the alumni office is to maintain an accurate, up to date database of the alumni and friends of the University. This database contains vital information that is used by the university community in maintaining communication links with former students and friends of DSU.

Center of Excellence in Computer Information Systems

The Dakota State University Center of Excellence in Computer Information Systems includes faculty, staff, and students who have a very high level of information systems skills together with knowledge in a traditional discipline. This combination of expertise allows them to not only utilize information systems technology in their discipline but also to develop a systems approach to applications of information technology. The primary goal of the center is to provide graduates who can take the lead both in development and application of information technology tools for a wide variety of uses in business, industry, government, and education. Students from any degree program can be admitted into the Center of Excellence if they meet the center's admissions standards. Admitted students then complete an 18 credit hour minor coursework, which includes an internship experience, a thesis, and other mandatory professional activities. Students who satisfactorily complete all of the requirements will be designated as graduates of the Center of Excellence. A secondary purpose of the center is to provide expert delivery programs related to computer and information management technology. The center carries out research and development activities in information management and hosts an annual conference to assist in the dissemination of results of the latest research results in the discipline. The full program can be found in the Interdisciplinary Studies section of this catalog.

Dakota English Language Institute

The Dakota English Language Institute was founded in 1991 to provide an intensive program of English language study for international students who need to improve their language skills before entering the university. The institute's mission is to provide reading, writing, listening, and speaking skills along with computer skills so students can successfully complete a bachelor's degree. The program runs year-round 12 weeks in the fall and spring and an intensive 8-week session in the summer. The institute provides full-time and part-time English instruction on a self-support basis. Students from all over the world are welcome. Enrollment often includes students from China, Saudi Arabia, Korea, and Japan. Classes are small to allow for individual attention. Advisors assist with many aspects of American life in hopes of a smooth transition to Dakota State University.

Extended Programs

Extended Programs is responsible for program planning, marketing, program implementation and overall management of courses and programs offered by alternative delivery (i.e., Internet, DDN) or at off-campus locations by Dakota State University. Working in partnership with the colleges and the institution's academic support areas. Extended

Programs works to design and develop active and collaborative degree programs at a distance or at off-campus sites such as the University Center in Sioux Falls.

The Extended Programs staff is located in the Tunheim Classroom Building and consist of the Director of Extended Programs, an Instructional Design Specialist, a distance education specialist and a senior secretary. This team serves the needs of students who are enrolled in the online and videoconferencing courses at DSU and in courses at off-campus locations. The office is the mainstay of distance services to students working with the administrative offices of DSU to provide these services. The office staff assist faculty in the design and implementation of courses delivered by various forms of technology and proctoring for online courses. The office can be reached by calling 605-256-5049 or by email at distedinfo@dsu.edu. The Extended Programs website contains more information.

The video conferencing classrooms on campus are located in the Tunheim Classroom Building (TCB). The public Dakota Digital Network (DDN) video classroom is TCB 103. TCB 109 is the TCB DDN classroom used by instructors. TCB 111 is a video classroom for instructors also. Anyone on campus who would like to schedule time in the video classrooms can contact Extended Programs at 605-256-5049. For technical support of videoconferencing classrooms and the presentation classroom equipment, please e-mail video@dsu.edu.

State Authorization

Colleges and Universities who offer certain services to out-of-state students may be required to request authorization in the states whose students they serve. DSU is intent on complying with all state regulations and will apply for authorization, when necessary, from those states where it conducts activities such as delivery of online courses, academic and athletic recruiting, marketing, etc.

Dakota State University is registered as a Private Institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Regulation is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Dakota State University is registered with the Maryland Higher Education Commission to provide online distance education programs.
http://www.mhec.state.md.us/higherEd/acadAff/OOS_Online/OOS_Online_Deg_Pgm.asp?D1=00346300

Notification of Complaint Process for Program Integrity

Any person may file the complaint with the Executive Director of the South Dakota Board of Regents to obtain a review and appropriate action on allegations that an institution governed by the Board:

- Violated South Dakota consumer protection laws;
- Engaged in fraud or false advertising;
- Violated South Dakota laws relating to the licensure of postsecondary institutions or programs;
- Failed to provide an educational program meeting contemporary standards for content and rigor;
- Failed to assign qualified instructors; or
- Violated one or more accreditation requirements.

Where the institution has not already considered and acted upon the complaint, the Executive Director will refer the matter to the institutional president for review and action. If the complainant challenges an institutional disposition of the complaint, the Executive Director will provide for an independent review and disposition of the allegations. The

Executive Director may be contacted at: The Office of the Executive Director of the South Dakota Board of Regents, 306 East Capitol Avenue, Suite 200; Pierre, South Dakota 57501-2545; Phone (605) 773-3455; info@sdbor.edu.

Allegations involving violation of consumer protection laws may also be filed with Office of Attorney General, Division of Consumer Protection; 1302 E Hwy 14 Ste 3; Pierre SD 57501; Phone (605) 773-4400, 1-800-300-1986 (in-state only); Fax (605) 773-7163; *consumerhelp@state.sd.us*; online complaint form, *http://atg.sd.gov/Consumers/HandlingComplaints/ConsumerComplaintForm.aspx*.

CONTACT INFORMATION FOR STUDENTS RESIDING IN STATES OTHER THAN SOUTH DAKOTA WHO HAVE COMPLAINTS RELATING SPECIFICALLY TO DISTANCE LEARNING OR CORRESPONDENCE EDUCATION

Pursuant to the United States Department of Education's Program Integrity Rule, Dakota State University is required to provide all prospective and current students with the contact information of the state agency or agencies that handle complaints against postsecondary education institutions offering distance learning or correspondence education within that state. Students residing in other states while enrolled in a course offered by Dakota State University are encouraged to utilize the institution's internal complaint or review policies and procedures prior to filing a complaint with the state agency or agencies. However, if the complaint is not resolved through these processes, a student may use the following list to identify the office(s) in the state in which the student resides to which the complaint against any public institution in South Dakota may be filed.

Agencies by State where These Complaints may be Filed: (NOTE: *This list is subject to change. If a student is not able to contact the appropriate agency in a given state, please contact the Offices of the South Dakota Board of Regents and assistance will be provided. (306 East Capitol Ave, Suite 200, Pierre, SD 57501; phone: (605)773-3455; e-mail:* info@sdbor.edu*).*

ALABAMA - There is no complaint procedure specific to students enrolled in postsecondary institutions. Consumers can file consumer complaints with the Consumers Affairs Section of the Alabama Office of Attorney General. The consumer hotline number is 1-800-392-5658 and the link to the complaint form is http://www.ago.state.al.us/consumer_complaint.cfm.

ALASKA - Complaints against postsecondary institutions may be filed with the Alaska Commission on Postsecondary Education, http://www.akadvantage.alaska.gov. Contact person is Coordinator, Institutional Authorization, 907-465-6741. In addition, consumers can file consumer complaints with the Consumer Protection Unit of the Alaska Office of Attorney General. The link to the complaint form is http://www.law.state.ak.us/pdf/consumer/FORM_complaint.pdf.

ARIZONA - There is no complaint procedure specific to students enrolled in postsecondary institutions. Consumers can file complaints with the Arizona Consumer Information and Complaints Division of the Arizona Attorney General's Office. The telephone number is 1-800-352-8431 and the link to the complaint form is https://www.azag.gov/consumer.

ARKANSAS - Complaints involving out-of-state institutions may be filed with the Arkansas Higher Education Coordinating Board of the Arkansas Department of Higher Education, http://www.adhe.edu. Contact person is Coordinator of Institutional Certification, 501-371-2012. In addition, consumers can file complaints with the Arkansas Attorney General Consumer Protection Division. The phone number is 1-800-482-8982. The link to the complaint form is at http://gotyourbackarkansas.org/

CALIFORNIA - Complaints involving out-of-state institutions may be filed with the Bureau for Private Postsecondary Education which is part of the Department of Consumer Affairs, http://www.bppe.ca.gov. Contact person is Deputy Bureau Chief, 916-431-6905. The BPPE has a complaint form for students to complete which is available at

http://www.bppe.ca.gov/forms_pubs/complaint.pdf. There is no separate consumer complaint process.

COLORADO - Complaints involving out-of-state institutions may be filed with the Colorado Department of Higher Education which is authorized to investigate student complaints involving deceptive trade practices. Contact information is Degree Authorization Act Officer, 303-866-2723, Colorado Department of Higher Education/Colorado Commission of Higher Education, http://highered.colorado.gov/CCHE.html. In addition, students can file consumer complaints with the Colorado Attorney General's Office. The link to the complaint process is https://www.coloradoattorneygeneral.gov/departments/consumer_protection/file_consumer_complaint.; The phone number for the Attorney General's office is 303-866-4500.

CONNECTICUT - There is no complaint procedure specific to students enrolled in postsecondary institutions. The Connecticut Department of Consumer Protection handles general consumer complaints. The complaint process is available at http://www.ct.gov/dcp/cwp/view.asp?a=1629&Q=274424 and complaints can be faxed to 860-713-7239.

DELAWARE - There is no complaint procedure specific to students enrolled in postsecondary institutions. The Delaware Department of Justice, Consumer Protection Division, handles consumer fraud complaints. The complaint process is available at http://attorneygeneral.delaware.gov/consumers/protection/complaint.shtml and complaints can be faxed to 302-577-6499.

DISTRICT OF COLUMBIA - Complaints involving out-of-state institutions may be filed with the Education Licensure Commission. The contact is Education Compliance Specialist, Education Licensure Commission, 810 First Street, NE, 9th Floor, Washington, DC 20002. The complaint form is available at http://osse.dc.gov/seo/frames.asp?doc=/seo/lib/seo/elementary_and_secondary_education/may_2011/complaint_form_4_11.pdf. There is no separate consumer complaint process.

GEORGIA - Complaints involving out-of-state institutions may be filed with the Nonpublic Postsecondary Education Commission. Complaints can be filed with the NPEC at 2082 East Exchange Place, Suite 220, Tucker, Georgia 30084, 770-414-3300. The complaint process is available at http://www.gnpec.org/forms/pdf%20files/ComplaintProcess.pdf. There is no separate consumer complaint process.

HAWAII - No established consumer complaint process for students enrolled in public postsecondary institutions could be found.

IDAHO - There is no complaint procedure specific to students enrolled in postsecondary institutions. The Idaho Office of Attorney General Consumer Protection Division handles consumer complaints. The description of their complaint process and form is available at http://www.ag.idaho.gov/consumerProtection/forms/ComplaintFormInformation.html. Their phone number is 800-432-3545.

ILLINOIS - There is no complaint procedure specific to students enrolled in postsecondary institutions. The Consumer Protection Bureau of the Illinois Attorney General's office handles consumer complaints. The description of their complaint process and complaint form is available at http://www.illinoisattorneygeneral.gov/consumers/filecomplaint.html. The address for submitting complaints is Office of Illinois Attorney General, Consumer Protection Bureau, 500 South Second Street, Springfield, Illinois 62706.

INDIANA - There is no complaint procedure specific to students enrolled in public postsecondary institutions which are publicly funded. Consumers can file complaints with the Consumer Protection Division of the Indiana Office of the Attorney General. The link to the Consumer Protection Division of the Indiana Office of the Attorney General is http://www.in.gov/attorneygeneral/2434.htm. The link to the printable complaint form is http://www.in.gov/attorneygeneral/files/complaint.pdf. Consumers can also request a complaint form by calling 1-800-382-5516 or (317) 232-6330.

IOWA - Complaints involving out-of-state institutions may be filed with the Iowa College Student Aid Commission which takes complaints from Iowa residents attending school anywhere. The contact phone is: 877-272-4456. The process for filing a complaint with the ICSAC (called Constituent Request for Review) is discussed at: http://www.iowacollegeaid.gov/index.php?option=com_content&task=view&id=149&Itemid =394#constituent. The link to the complaint form is: http://www.iowacollegeaid.gov/index.php?option=com_content&task=view&id=149&Itemid =394#constituent. In addition, students can file complaints with the Consumer Protection Division of the Iowa Office of the Attorney General. The link to the Consumer Protection Division of the Iowa Office of the Attorney General is http://www.state.ia.us/government/ag/file_complaint/index.html. the link to the online complaint form is: http://www.state.ia.us/government/ag/file_complaint/online_complaint_form.html. The link to the printable complaint form is: http://www.state.ia.us/government/ag/images/pdfs/ConsumerProtectionComplaintForm.pdf.

KANSAS - Complaints involving out-of-state institutions may be filed with the Kansas Board of Regents, Private/Out-of-State Postsecondary Division. The contact person is Director of Private and Out-of-State Education, (785) 296-4917. The process for filing a complaint with the KBOR is discussed at http://www.kansasregents.org/private_postsecondary_complaint_process. The link to the complaint form is http://www.kansasregents.org/resources/PDF/524-ComplaintProcedureandForm.pdf. In addition, consumers can file complaints with the Kansas Attorney General's Consumer Protection Division. The link to the Kansas Attorney General's Consumer Protection Division is http://www.ksag.org/page/filing-a-complaint. The link to the online complaint form is http://www.ksag.org/page/file-a-complaint. The link to the printable complaint form is http://www.ksag.org/files/shared/ComplaintForm.pdf.

KENTUCKY - Complaints involving out-of-state institutions may be filed with the Kentucky Council on Postsecondary Education. The contact person is the Director of Postsecondary Licensing, (502) 573-1555, ext. 350. In addition, consumers can file complaints with the Consumer Protection Division of the Kentucky Office of the Attorney General. The link to the Consumer Protection Division of the Kentucky Office of the Attorney General is http://ag.ky.gov/civil/consumerprotection/complaints/.

LOUISIANA - Complaints involving out-of-state institutions may be filed with the Louisiana Board of Regents PO Box 3677, Baton Rouge, LA 70821-3677. The contact point is the Associate Commissioner for Planning, Research and Performance, Louisiana Board of Regents. An individual may file a written complaint with the Board of Regents. Board of Regents' staff.

MAINE - There is no complaint procedure specific to students enrolled in postsecondary institutions. Consumers can file consumer complaints with the Consumer Protection Division of the Office of the Maine Attorney General. The link to the complaint form is: http://www.maine.gov/ag/consumer/complaints/complaint_form.shtml.

MARYLAND - Complaints involving out-of-state institutions may be filed with the Office of the Attorney General or the or the Maryland Higher Education Commission. Complaints should be directed to: Maryland Attorney General, Consumer Protection Division, 200 St. Paul St., Baltimore MD 21201, 410-528-8662/888-743-0823 (toll free).

MASSACHUSETTS - Complaints involving out-of-state institutions may be filed with the Department of Higher Education, One Ashburton Place, Room 1401, Boston MA 02180; 617.994.6950 http://www.mass.edu/forstudents/complaints/complaintform.asp http://www.mass.edu/forstudents/complaints/complaintprocess.asp. In addition, consumers can file consumer complaints with the Public Inquiry & Assistance Center of the Office of the Attorney General of Massachusetts. The link to the complaint form is: https://www.eform.ago.state.ma.us/ago_eforms/forms/piac_ecomplaint.action.

MICHIGAN - No established consumer complaint process for students enrolled in public postsecondary institutions could be found.

MINNESOTA - Complaints involving out-of-state institutions may be filed with the Minnesota Office of Higher Education. http://www.ohe.state.mn.us/mPg.cfm?pageID=205; phone 651-259-3975 or 651-259-3976. In addition, The Minnesota attorney general has a consumer fraud complaint process that includes complaints relating to scholarship and financial aid scams. A Consumer Report Form can be downloaded from the AG's website. The link is: http://www.ag.state.mn.us/Consumer/Complaint.asp.

MISSISSIPPI - There is no complaint procedure specific to students enrolled in postsecondary institutions. A general consumer complaint process is provided by the attorney general's office. Complaints should be addressed to: Consumer Protection Division, Office of the Attorney General, P.O. Box 22947, Jackson, Mississippi 39225-2947.

MISSOURI - There is no complaint procedure specific to students enrolled in postsecondary institutions. The attorney general has provisions for filing general consumer complaints, which can be found at: http://ago.mo.gov/consumercomplaint.htm.

MONTANA - Complaints involving out-of-state institutions may be filed with the Attorney General, Department of Justice, P.O. Box 201401, Helena, MT 59620; Phone: (406) 444-2026; Fax: (406) 444-3549; E-mail: contactdoj@mt.gov. Montana State Board of Regents, http://mus.edu.

NEBRASKA - There is no complaint procedure specific to students enrolled in postsecondary institutions. The Attorney General's Consumer Protection Division may assist with certain complaints http://www.ago.ne.gov/consumer/whatisthecp.htm.

NEVADA - Complaints involving out-of-state institutions may be filed with the Nevada Commission on Postsecondary Education, Attn: Student Complaints, 3663 East Sunset Road, Suite 202, Las Vegas, NV 89120, http://www.cpe.state.nv.us/CPE%20Complaint%20Info.htm. There is no separate consumer complaint process.

NEW HAMPSHIRE - Complaints involving out-of-state institutions may be filed with the Executive Director, N.H. Postsecondary Education Commission, 3 Barrell Court, Suite 300, Concord, NH 03301. There is no separate consumer complaint process.

NEW JERSEY - No established consumer complaint process for students enrolled in public postsecondary institutions could be found.

NEW MEXICO - Complaints involving out-of-state institutions may be filed with the New Mexico Higher Education Department, 2048 Galisteo Street, Santa Fe, NM 87505; phone 505-476-8442. The complaint form is available at http://www.hed.state.nm.us/uploads/FileLinks/b23fc959f37c44bb8e3caae612e0dba7/PPS%20Complaint%20Form.pdf. There is no separate consumer complaint process.

NEW YORK - There is no complaint procedure specific to students enrolled in postsecondary institutions. A complaint of consumer fraud on the part of the institution should be directed to the Office of the New York State Attorney General, Justice Building, Empire State Plaza, Albany, NY 12223.

NORTH CAROLINA - Complaints involving out-of-state institutions may be filed with the Post-Secondary Education Complaints, c/o Assistant Director of Licensure and Workforce Studies, University of North Carolina General Administration. 910 Raleigh Road, Chapel Hill, NC 27515-2688, telephone (919) 962-4558. There is no separate consumer complaint process.

NORTH DAKOTA - Complaints involving out-of-state institutions may be filed with the Office of Attorney General, Consumer Protection & Antitrust Division, Gateway Professional Center, 1050 East Interstate Ave. Ste. 200, Bismarck, ND 58503-5574, phone (701)328-5570, fax (701)328-5568.

OHIO - No established consumer complaint process for students enrolled in public postsecondary institutions could be found.

OKLAHOMA - No established consumer complaint process for students enrolled in public postsecondary institutions could be found.

OREGON - There is no complaint procedure specific to students enrolled in postsecondary institutions. Consumer complaints may be filed with the Oregon Department of Justice which handles consumer related complaints. http://www.doj.state.or.us/finfraud/index.shtml.

PENNSYLVANIA - There does not appear to be any complaint procedure specific to students enrolled in postsecondary institutions. The Pennsylvania Attorney General's Office handles consumer related complaints. http://www.attorneygeneral.gov/Complaints.aspx.

RHODE ISLAND - There is no complaint procedure specific to students enrolled in postsecondary institutions. Students with complaints involving possible illegal or criminal activity are referred to the local or the Rhode Island State Police, and complaints of discriminatory practices are referred to the Rhode Island Commission for Human Rights.

SOUTH CAROLINA - Residents of South Carolina may access a complaint form through the website of the Commission http://www.che.sc.gov/CHE_Docs/AcademicAffairs/License/Complaint_procedures_and_form.pdf. Operating of Soliciting Explanation-SC Originated 1/2011; last revised 11/7/2012. The form must be completed, signed, and notarized. It may be submitted with the required documentation to reshleman@che.sc.gov or send to Postsecondary Institution Licensing, South Carolina Commission on Higher Education, 1122 Lady Street, Suite 30, Columbia, SC 29201.

TENNESSEE - Complaints involving out-of-state institutions may be filed using a complaint form found at http://www.tn.gov/thec/Divisions/LRA/PostsecondaryAuth/psa.html, The Division of Postsecondary Schools Authorization handles complaints. This process applies to all complaints.

TEXAS - No established consumer complaint process for students enrolled in public postsecondary institutions could be found.

UTAH - Complaints involving out-of-state institutions may be filed with the Utah Division of Consumer Protection using the complaint process link: http://consumerprotection.utah.gov/complaints/index.html. There is no separate consumer complaint process.

VERMONT - Complaints involving out-of-state institutions may be filed with the Vermont State Board of education using the complaint process link: http://education.vermont.gov/new/pdfdoc/pgm_postsecondary/EDUComplaint_Resolution_Statement_for_Postsecondary_Education_Matters.pdf . There is no separate consumer complaint process.

VIRGINIA - No established consumer complaint process for students enrolled in public postsecondary institutions could be found.

WASHINGTON - Complaints involving out-of-state institutions may be filed with the Higher Education Coordinating Board following the Board's website at the link below. Information as to how and where to file is included. Complaints are submitted to mailto:dainfo@hecb.wa.gov. It is possible to bring a complaint regarding a school to the State Office of the Attorney General where the complaint pertains to a business operating in Washington. https://fortress.wa.gov/atg/formhandler/ago/ComplaintForm.aspx.

WEST VIRGINIA - There is no complaint procedure specific to students enrolled in postsecondary institutions. Consumer complaints may be filed with the Attorney General's office. Attorney General, Capitol Complex Building 1, Room E-26, 1900 Kanawha Blvd E, Charleston, WV 25305; phone 304-558-2021.

WISCONSIN - Complaints involving out-of-state institutions may be filed with the Educational Approval Board which has the authority to investigate a student complaint. http://eab.state.wi.us/resources/complaint.asp. In addition, complaints may be filed with the Attorney General's office.

WYOMING - There is no complaint procedure specific to students enrolled in postsecondary institutions. Consumers may complain to the Consumer Protection Unit of the Wyoming Attorney General's office at http://attorneygeneral.state.wy.us/consumer.htm.

Institutional Effectiveness and Assessment

The Office of Institutional Effectiveness and Assessment (OIEA) provides services to prospective and current students, supports the academic and administrative units in developing and evaluating their institutional effectiveness plans and assists the Assessment Coordinating Committee in evaluating DSU's Academic Assessment Program. The OIEA supports student success and learning by providing assistance in test preparation and by providing services and information to students in a timely, efficient manner. The staff administers the following standardized exams: ACT, CLEP, DSST, COMPASS, ACCUPLACER, Collegiate Assessment of Academic Proficiency (CAAP), and ETS MFTs. The office supports the university's accreditation processes through the Higher Learning Commission's Academic Quality Improvement Program. The office also provides assistance to the academic and administrative units in a broad range of activities including support for regional and program accreditation, conducting and analyzing surveys and administering and ensuring compliance with statewide policies. The OIEA office houses the institutional research office, which serves as the official reporting department of data to external agencies (i.e. IPEDS, US News, NCES, etc.), faculty and staff.

Please contact the OIEA at 605-256-5101 or by e-mail at assessoffice@dsu.edu for additional information. The OIEA website www.dsu.edu/academics/assessment also has information on each of these services.

The Karl E. Mundt Library and Information Commons

The Karl E. Mundt Library & Information Commons' mission to support the academic programs and to graduate students who are able to find, evaluate, and use information to solve problems and to make decisions effectively. These students should have the knowledge and skills to function successfully as continuous learners in a continuously-changing information world. To successfully meet its mission, the Library provides excellent collections, information systems, services, instruction, and staff. The Library provides a relaxed and inviting setting for individual and group study. Wireless access extends to the Library's pleasant front patio; a very popular spot on warm sunny days.

The Library provides access to an extensive collection of materials through its online library catalog. In addition to its print holdings, the Library subscribes to numerous electronic indexes and full text research databases, most notably EBSCO's Academic Search Premier, IEEE Xplore Digital Library, ProQuest Research Library, ABI-Inform, MLA Bibliography, Lexis-Nexis and many, many more. These databases are authoritative scholarly research tools needed to support DSU's academic programs. The Library's website provides the on- and off-campus community with direct access to the information resources critical to the various disciplines. Materials held by other libraries are also readily available through the interlibrary loan system so rarely is the Library unable to quickly meet an individual's information needs. The Library also provides online access to tutorials and other research aids for the independent scholar.

The most important and best resources available are the library staff. These trained professionals are here to help you find and use the resources you need -- in person or online by using the "Ask DSU Librarians" link on the Library's website. In addition to the collections, systems and services offered, library staff provides assistance and instruction to faculty and students through workshops, classroom and one-to-one instruction.

The Library has a wide array of digital equipment like video cameras and digital audio recorders for use by students. Meeting rooms, collaboration spaces, study rooms and viewing

rooms equipped with TV/DVD/VCR or video projectors connected to various types of players are also available. Networked computers and scanners are located on the main floor as are many tables equipped with power sources for quick and easy Tablet PC battery recharging between classes.

Peer tutoring services are available in the Tutor Center located on the main floor of the Library. Additional tutorial support is provided online in Lynda.com, and Learning Express Library; link to them in the Database Quicklinks drop down box on the Library's main page. The tutor schedule is available online in the MyDSU portal (https://portal.sdbor.edu/dsu-student/student-resources/tutoring/Pages/default.aspx) and posted on the Library's main desk.

The library building is open six days a week during fall and spring semesters, but 24-hour access for most resources and services is available through its website. During the fall and spring semesters, the building is open Sunday - Thursday until midnight with extended hours at the end of the semester. Visit the Mundt Library's homepage (http://library.dsu.edu) to search for information, request services, and learn more about the Library.

A helpful staff, attractive surroundings, modern facilities, and extensive materials all combine to make the Mundt Library a vital part of the educational program at Dakota State University.

Student Activities

Dakota State University offers a variety of campus-related activities and organizations. Each provides opportunities for personal, spiritual, physical, and intellectual growth. All students are encouraged to participate in campus organizations. The skill building which results from meaningful involvement combines with formal academic work to produce a competent and confident person. Information on the student activities sponsored or promoted by the institution is available in the Student Services Center in the Trojan Center.

Student Organizations

Student government is vested in the DSU Student Association Senate, which exists to help promote the general welfare of the University and to serve as an organized medium for expression of student opinion. Student Senate is a member of the South Dakota Federation of Student Governing Bodies, which provides an avenue for student communication with the Board of Regents and the public. Students also serve on the majority of the committees involved in institutional governance.

The Student Activities Board plans and conducts social, educational, and recreational events for the University community. This group provides the foundation for activities programming on the campus and offers a variety of opportunities for student involvement.

Dakota State University students publish the campus e-newspaper, The Trojan Times, and students work at the student campus radio station, KDSU, which broadcasts campus, local and national events and music via the internet and public address system in the student union.

Most of the academic disciplines has a student organization associated with it. Examples include the: Phi Beta Lambda Business Club, Computer Club, Health Information Management Club, Women in Science and Technology, Teachers of tomorrow, and Game Design Club. In addition to providing opportunity for students in a given major to get better acquainted and enjoy working together, these organizations enable their members to supplement their in-class learning by inviting speakers to campus, sponsoring competitive events (both for the campus and for high school students), taking group trips, etc. These organizations also take pride in conducting service projects for the campus and the community.

A number of student organizations exist because their members share a common interest or goal in areas that is other than academic. Examples include the: Gaming Club, Intervarsity Christian Fellowship, Colleges Against Cancer, and Lights, Camera, Action Film Club. DSU also have five honor societies: Delta Mu Delta, Kappa Sigma Iota, The National Society of

Leadership and Success, Phi Eta Sigma and Sigma Tau Delta. Each of these organizations use a set of criteria, such as GPA or number of credits completed, to determine the students that can be invited to become members. As in the case of the academically related clubs, each of these organizations contributes to the growth of its participants and to the overall learning environment of the campus.

A major responsibility of the Director of Student Activities is to work closely with officers and advisors of student organizations to identify the particular needs of their groups and to design ways and means of meeting these needs. Assistance can take the form of individual meetings between the director and organizational officers, workshops for either officers from all interested organizations or the entire membership of a particular organization, or trips to another institution to visit with counterparts.

A full list of clubs and organizations can be found on the DSU website at http://www.dsu.edu/student-life/clubs.aspx or on the DSU Portal.

Theatre, Art and Music

Theatre

Students are encouraged to participate in Theatre productions. These activities are available for the student interested in performing or working with the technical aspects of Theatre productions. Productions are staged in the Dakota Prairie Playhouse and range from a principle production each semester to student-directed, one-act plays.

Music and Art

Vocal and instrumental activities are also available on campus. The DSU Pep Band, Choir, and Singers are open to all students wishing to participate and are available either for academic credit. These groups perform at various occasions during the academic year.

Students are also provided opportunities for greater understanding, appreciation, and self-expression in the area of visual arts. Exhibits of faculty and student work appear on several occasions during the academic year in the Mundt Library Gallery. The DSU collection, consisting of art purchased with General Activity Fee funds, is located in offices and display areas across the campus.

Intramural Sports

The Dakota State University Intramural Sports program provides a wide variety of activities designed to encourage participation from every student on campus. Participation in the Intramural Sports program will prove beneficial to students personally, physically, physiologically, and socially. It affords the opportunity to develop the essential qualities of leadership, cooperation, self-reliance, and a sense of fair play as well as forming friendships that will endure throughout the years. The Intramural Sports program offers men, women, and co-ed leagues in flag football, volleyball, basketball, ultimate frisbee and softball. The Department also sponsors special events and tournaments throughout the school year. Intramural sports activities are listed on the web at http://www.dsu.edu/student-life/intramurals/.

Career Services-Student Employment, Internships & Placement

The Career Services Office, located in 206 Heston Hall, assists students in seeking and securing part-time positions, internships, or full-time employment. Students are informed of existing vacancies, assisted with application procedures, and guided toward additional opportunities for student employment. Part-time positions are available during regular semesters and full-time employment is available during the summer. Internships are available to qualifying students.

The Career Services Office is the primary office for assisting students with the transition from college to career. Job lists are prepared from various resources including employer, as well as exchange listings from outside sources.

Additionally, on-going seminars are provided to assist students with the job search, job application, and interviewing process. To add to students' placement success, employers come to campus to specifically interview students at DSU for internships and full-time employment.

Student Services

The purpose of Student Services is to provide programs, services, and facilities which directly contribute to the personal growth of each student and which enable that student to be as successful as possible in their scholarly activities.

Bookstore

The Trojan Center Bookstore is the official shopping headquarters fro students, faculty, staff and friends of DSU. The store features textbooks and other required course materials, school and art supplies, gaming supplies and DSU appeal. The bookstore's hours of operation are Monday through Friday from 8:00 a.m. - 5:00 p.m. with summer hours from 7:30 am. - 4:30 p.m. Extended hours are observed during he beginning of each semester and for other special campus events.

The bookstore seeks to support and enhance the academic programs of the university by providing all required course material. Used textbooks and rentals are available for many titles at a substantial savings over new book prices. Textbooks can be ordered online by visiting the DSU portal and accessing your courses through WebAdvisor. Or you can visit the bookstore online at www.dsubookstore.com.

The bookstore accepts cash, check, Visa, MasterCard, Discover, and Trojan Center for all purchases. For additional information, return policies, or to shop online, please visit www.dsubookstore.com. For information on upcoming sales, buyback dates and other events find us on Facebook: Trojan Center Bookstore.

Campus Housing

Dakota State University is committed to providing residence halls which are comfortable and safe and which support personal growth. Not only does the student who lives on campus benefit from interaction with others in his/her hall, but he/she is more aware of the opportunities available on campus for learning and growth and better able to take advantage of them. It is for this reason that the South Dakota Board of Regents requires all unmarried students, during the first two years from the time they were graduated from high school and who are enrolled on a main campus for six or more credit hours, to reside on campus. A student may obtain an exemption from this requirement if they live full-time with their parents.

First year out of high school students will benefit from becoming members of the First Year in Residence Experience program (FYRE). All first year students will be housed primarily in Higbie and Zimmermann Halls, with some first-year students residing on two floors within Emry Hall. Upperclassmen halls include Richardson, Emry (two floors) and the 8-plex apartment complex. Each of the halls is staffed with a resident director, four resident assistants and a custodian. The Resident Assistants are students hired by the Department of Residence Life to assist the Resident Director in creating and maintaining a quality living-learning environment. Each hall has a hall council, elected by the occupants, that serves to promote hall spirit and involvement.

Housing contracts are sent by the Admissions Office to prospective students upon admission to the University. Room assignments are made by the Department of Resident Life. Roommate requests will be honored when each person requests the other as a roommate. First year out of high school students will be assigned to another first year out of high school student. A limited number of designed single rooms are available in the upperclassmen halls only. Single occupancy of a double room, at the single room rate, is permitted when space is available, and is basis on seniority in terms of completed credit hours. All students intending to live in on-campus housing will receive their room assignment newsletter electronically through their DSU email by mid-July and are expected to move into the room assigned to them.

Each room is provided with study desks and chairs, single beds, loft kits, closets/wardrobes and window blinds. Additional furnishing in reasonable amount and size are permitted according to the room furnishings policy. Cable TV, local area network access and wireless internet are included in the semester room fee. Each hall has one or more kitchens, TV lounges and card/coin-operated washers and dryers.

Diversity Services

The principle responsibility of Diversity Services is to educate and enhance the understanding, commitment, awareness, and dedication of the university to pluralism, social justice education, and preparedness to be successful in the evolving "global village".

Our commitment to diversity and academic excellence is reflected in the following goals for the university.

GOAL 1: To create a university that encourages and models respect for all individuals and provides equitable opportunity for the attainment of professional goals and personal fulfillment.

GOAL 2: To create a diverse community of students that reflects both societal and individual differences.

GOAL 3: To create a diverse community of faculty, staff and administration that reflects both societal and individual differences.

Food Service

DSU is proud to partner with Sodexo for resident dining, catering, Einstein Bros Bagels, vending and concessions starting with the 2015-16 school year. Sodexo is a multinational company with over 380,000 employees across 80 countries.

Resident Dining: DSU Dining's initiative is that every student can find healthy options at any time of the day. They work closely with Registered Dietitians to provide healthy, fresh, and nutritious meals along with favorite "home cooked" style offerings. For more information on Sodexo's Mindful programs, please visit https://mindful.sodexo.com/

Catering: DSU Dining can provide for your catering needs from a simple coffee service/continental breakfast to a luncheon, reception, elegant dining, BBQ, or buffet service. DSU Dining will do everything to exceed all expectations you have for your event by

providing high quality food and services and will strive to ensure the event you are planning is a total success.

Einstein Bros. Bagels and Coffee Shop: Partnering with DSU Dining will offer the opportunity to run your favorite coffee hot spot year-round. There isn't a better way to start off your day than with a signature latte or an iced coffee from your local Einstein Bros. For a view of the entire beverage and lunch menu, please visit http://www.einsteinbros.com/

If you have any questions, comments or concerns, please stop by the Trojan Center and visit with DSU Dining's General Manager, Javier Lopez at Javier.Lopez@dsu.edu.

Student Development

The Student Development Office, located in the Student Services Center in the lower level of the Trojan Center, provides a variety of services related to student retention. It functions as a central location for students, faculty and staff to establish relationships that will promote personal and academic excellence for each and every student. The personnel within Student Development support student involvement in, and ownership of, their unique learning process. The mission is to help each student succeed academically, socially, and personally in an interdisciplinary world. Relationship development, personal discovery and developmental counseling are tools Student Development staff employ to help students to achieve academic and personal success.

Counseling

Personal: Personal counseling services are readily available and provided by on-staff counselors. Students can access personal counseling, chemical dependency counseling, and therapy services through agencies within the Madison community by referral of Student Development staff. Self-help resources are available for students, faculty, and staff on topics ranging from stress and time management to test anxiety.

Academic: The Student Development Office collaborates with and supports the counseling efforts of academic advisors. Supportive student development professionals will work with students and their professors if difficulties are encountered with their classes. Test anxiety and time and stress management problems are evaluated and solutions are implemented to achieve success in the course.

Probation: Students on academic probation are counseled, mentored, and monitored to facilitate the student's progress toward good academic standing. Regular meetings are conducted with on-going, individualized attention given to students on academic probation.

Academic Resources

Student Success Center - The Student Success Center is located in the lower level of the Trojan Center and employs Student Success Assistants - students who have learned good academic skills, and are successful at Dakota State. They are also available to assist students in learning basic academic skills like time management, effective note taking and test taking. They are also available to answer questions about anything from dealing with stress to questions about adjusting to college life. The Student Success Center also contains a variety of resources that assist students in cultivating academic skills that will help them to be successful at the university level.

Tutoring services are available to all DSU students. Tutors are on staff at the tutor desk in the Library & Learning Commons approximately 60 hours per week. For a complete schedule of tutoring services and available content areas,
visit www.dsu.edu/academics/tutoring/. DSU students have a variety of options to receive free tutoring services.

On campus tutoring: Individual and small-group tutoring is available in a variety of subjects at the Karl Mundt Library and Learning Commons, on a walk-in basis. In addition, tutors are available for subject specific "Help Nights" Monday - Thursday, to First Year Residential Experience (FYRE) students in Higbie Hall. See Resident Directors for more information.

Online tutoring: E-tutoring (online) sessions are available to DSU distance students, and University Center students in some subject areas. Sessions are available on Sundays from 2-10 PM, and Monday - Thursday from 6-10 PM, and must be scheduled 24 hours in advance by contacting Patti Beck at patti.beck@dsu.edu or 605-256-5900.

Online writing lab: The DSU Online Writing Lab (OWL) provides writing assistance to students both on the DSU campus and at a distance. Students can request assistance or feedback on writing assignments by submitting their essays to OWL@pluto.dsu.edu.

Math Success Center: The Math Success Center, located in Room 121 in the Habegar Science Building (SC121), provides a supporting tutoring and testing environment for the MATH 095 courses. Students will have access to instructors or tutors on a daily basis. As the Math instructor for information on tutoring schedules or heck the Math Success Center website.

Alcohol and Other Drugs

AOD programming assists students in developing healthy life styles. Educational programs, mentoring programs, counseling, and alternative leisure activities contribute to retention and success of students.

Starfish Early Alert Referral System

Starfish Early Alert is a tool that Dakota State University has implemented to enhance academic success and create an effective way for students to communicate with instructors, academic advisors, and other DSU staff. Starfish is used by instructors to communicate with students who are experiencing academic issues that will hinder their success (flags), or to send positive notes (kudos) regarding outstanding academic performance. Starfish is accessed through WebAdvisor or D2L. Using Starfish allows a student to:

- Learn immediately when there's concern regarding their academic performance, such as poor attendance, low grades, or something else that is interfering with their studies.
- Quickly discover which support services are available, where they are located, and how to reach out to them.
- Schedule time online to meet with an advisor, instructor or other staff that are essential to success.
- Learn the next steps to take to proceed in their academic path or to resolve a concern, and regularly check in on their progress.
- Become inspired by the encouraging messages from the people who recognize their hard work.

Americans with Disabilities

(See Related Section in University Policies)

ADA academic assistance is facilitated through the Student Development Office. Professional personnel will counsel, refer, and/or assist students who have ADA-documented disabilities to help them to become successful and accomplished students. Programming is also provided to build student and faculty awareness of ADA issues.

Student Health

Health services for students at Dakota State University have been contracted with two local providers which include the Interlakes Medical Center (903 N. Washington) and the Madison Community Hospital (917 N. Washington). Health services are available to students paying the General Activity Fee, for initial examination and medical care, administering of immunization and allergy shots and assistance with health and wellness questions/concerns. The clinic will also present educational programs and provide wellness programming throughout the year.

The South Dakota Board of Regents has endorsed an accident and sickness insurance plan for students taking 5 or more credit hours. The plan which also has provisions for students' spouses and their dependents. Purchase of the insurance plan is required for all international students who are not permanent residents, their spouses, and their dependents. Students are strongly encouraged to maintain their own health insurance coverage.

University Card

The University Card is the official identification card for the DSU community. The Card provides access to the Library, the Community Center, residence halls and various activities and athletic events. The Card, which is not transferable to another person, should carried at all time on campus.

In addition to serving as an access card, the University Card carries various meal plan choices and can act as a pre-paid, stored-value debit card through a program called Trojan Gold. Funds stored as Trojan Gold may be used at the Bookstore, the Production Center, vending machines, copier in the library, laundry, on campus organization fundraisers, concessions, the Marketplace, Einstein Bros. Bagel, and Bits N' Bytes. It can also be used off campus at Classic Corner Convenience, Dairy Queen, McDonald's, Pizza Ranch, Scooby's Convenience, Stadium Sports Grill, Taco John's, Mochavino and The Community Center for personal training sessions or other fee based classes.

A Trojan Gold account can be opened with an initial deposit of $25 or more. Funds may be added at any time by means of cash, check or credit/debit card. You are also able to access the E-Accounts site at http://dsucardservices-sp.blackboard.com/eaccounts/AnonymousHome.aspx where you would sign on with the same login credentials you use for WebAdvisor and/or the DSU portal. On this site you are able to add funds to your card via credit/debit card, deactivate/reactivate your card if lost or stolen, and look at your personal transactions. You are also able to add the eAccounts mobile app to your Apple or Android device by searching for "Blackboard Transact Mobile eAccounts" in the App store. This app does the same functions as the online web eAccounts but with added convenience of being able to access it on the go. Before you can add money onto your card via your mobile device, however, you must first have a saved payment at the online eAccounts site as you will not be able to add debit/credit card information the mobile device.

If a card is lost or stolon, it should be reported immediately to the University Card Office in the Student Services Center or go on to eAccounts or mobile app and deactivate your card. Once deactivated, funds are protected.

University Centers in Sioux Falls, Rapid City and Pierre

The Universities Centers in Sioux Falls (UC-SF), Rapid City (UC-RC) and Pierre (CUC) are partnerships among South Dakota's six public universities: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University and the University of South Dakota, working cooperatively to deliver accessible, high-quality education in convenient locations throughout the state of South Dakota.

UC Sioux Falls at (605)367-5640 or www.sduniversitycenter.org/;
BHSU-UC Rapid City at (605)718-4112 or www.ucrapidcity.org;
CUC Pierre at (605)773-2160 or www.cucpierre.com/

Study Away and National Student Exchange

Study Away

Dakota State University has study away options both domestically and abroad. National Student Exchange (NSE) is open to students enrolled at nearly 200 member colleges and universities throughout the US, Canada, Guam, Puerto Rico, and the US Virgin Islands. NSE provides an exciting opportunity for students to enroll in specialized courses or unique academic programs which may not be available at Dakota State University. Whether it's to investigate a graduate school, seek future employment, or to live in a different area and access new courses, NSE provides the avenue for students to experience new cultures and become more independent and resourceful. (www.nse.org)

The Magellan Exchange is a non-profit consortium of universities worldwide providing an opportunity for students to study abroad at an affordable cost. Participating in the student exchange program is the ideal way to learn about another culture and country. Students may study for a semester or academic year in Austria, Australia, Belgium, Costa Rica, Denmark, Finland, France, Germany, Mexico, the Netherlands, South Korea, and Span.

DSU faculty also lead short-term programs abroad for credit. Whether you want to study photography in London, Paris, and Edinburgh, learn about business and marketing in Panama, or study the art of Paris, Florence, and Rome, we may have just the short-term program you're looking for.

To learn more about DSU's Study Away programs, please contact international@dsu.edu.

Institutional Administration

South Dakota Board of Regents Officers for 2015-2016

President: Randy Schaefer
Secretary: Bob Suton
Vice President: Terry Baloun
Student Regent: Joseph Schartz
Executive Director: Dr. Micheal Rush

Terry Baloun	Sioux Falls
Harvey C. Jewett IV	Aberdeen
Kathryn Johnson	Rapid City
John Bastian	Belle Fourche
Joseph Schartz	Humboldt
Randy Schaefer	Madison
Jim Morgan	Brookings
Kevin Schieffer	Sioux Falls
Bob Sutton	Pierre

Board of Regents
State of South Dakota
306 E. Capitol Ave., Suite 200
Pierre, SD 57501-2545

Governance and Organization of the University

Dakota State University is governed by the South Dakota Board of Regents and operates under the policies and regulations of the Regents. The President is the chief executive officer of the University. The principal officers of the University are the Vice President for Academic Affairs, the Vice President for Business & Administrative Services and the Vice President and Dean for Student Affairs. The general faculty oversee the policies and regulations governing academic and student affairs of the university. Committees are elected or appointed to address matters of importance to students and the faculty.

Executive Administration

President	José-Marie Griffiths
Vice President for Academic Affairs	Judy Dittman
Vice President for Business & Administrative Services	Stacy Krusemark
Vice President for Student Affairs	Marcus Garstecki

Academic Administration

Dean of the College of Arts and Sciences	Benjamin Jones
Dean of the College of Business & Information Systems	
Dean of the College of Computing	
Dean of the College of Education	Gale Wiedow
Interim Dean of Graduate Studies and Research	Mark Hawkes

General Administration

Jay Kahl	Director of Institutional Effectiveness and Assessment
Steve Bartel	Director of Student Union/Residence Life
Keith Bundy	Director of Student Development / Asst. Dean for Student Development
Kathy Callies	Registrar
Amy Crissinger	Associate VP for Enrollment Management/Marketing
Heather Gillespie	Director of Bookstore
Jeff Dittman	Director of Athletics
Amy Dockendorf	Controller
Dan Friedrich	Director of the Center for the Advancement of Health Information Technology
Denise Grayson	Director of Financial Aid
Maria Harder	Director of Human Resources
Sara Hare	Director of Budget & Grants Administration
	Director of Physical Plant
Javier Lopez	Director of Food Service
	Executive Director of the DSU Foundation
Marie Lohsandt	Director of Career Services / Asst. Vice President for Student Affairs
David Overby	Director of Computing Services
Mandy Parpart	Director of Student Activities
Jona Schmidt	Director of Alumni
Kacie Fodness	Director of Sponsored Programs
Sarah Rasmussen	Director of Extended Programs

Library Staff

Ethelle S. Bean	Director, Professor, Associate Vice President for Special Projects
Risë Smith	Digital Design and Access Librarian, Professor
Mary Francis	Reference and Instruction Librarian, Assistant Professor

Faculty

(*member of Graduate Faculty)

JOSHUA ANDERSON (2009), Instructor of Physical **Education and Head Football Coach**

B.S. North Dakota State University
M.S., North Dakota State University

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ABD, Walden University

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M.S., University of Nebraska-Lincoln
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M.S., Iowa State University
Ph.D., University of Texas at Arlington

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A.S., Dakota State University
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M.B.A., City University (Bellevue, WA)
Additional study, Colorado Technical University

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M.S., University of North Dakota
Ph.D., North Dakota State University

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A.A.S, Onondaga Community College
B.S., Wayland Baptist University
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M.S., Southwest State University

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